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A CLASS BOOK ON ENGLISH GRAMMAR AND ANALYSIS.

BY

Z. M. CHANDLER.

REVISED EDITION.

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To Teachers.

SINCE the publication of the first edition of this work, the author has been induced, by the favor with which it was received, to carefully revise it, and to make many improvements, corrections and additions.

The whole plan of the work is based upon those methods of instruction, which he has found, by a long experience in the school room, to be the most successful in imparting a thorough, practical knowledge of the subject.

Among other distinguishing features, the attention of teachers is, therefore, specially invited to the following:

1. But one subject is presented at a time, and that is so explained and illustrated by examples, as to make it thoroughly understood before the learner is required to grapple with a new difficulty.

2. The properties and relations of words are rendered familiar by an unusual number of models and exercises in parsing.

3. Both sentences and phrases are systematically classified according to their office, the structure of their principal elements, and their relation to each other.

4. By the models for analysis, the learner is taught to determine the precise use of every element, however unimportant. Without this feature, all systems of analysis are of little, if any, practical utility.

5. The synopsis, at the head of each chapter of definitions, presents the learner with a clear view of the connection, relation and mutual dependence of the several parts. It also furnishes him with a systematic outline for review, and for topical recitations.

6. The models, for black board and slate exercises, are very simple, and can be constructed with rapidity, thus saving much time required in the use of some other forms.

7. The number and variety of exercises are designed to fix the definitions in the memory, and to render them practical. With this view great pains have been taken in making the selections.

These, and many other peculiarities, not found, in combination, in the text books in common use, the author hopes will render this work an acceptable aid to both teachers and learners.

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ENGLISH GRAMMAR.

PART I.

Classification, Properties, and Relations of Words.

CHAPTER I.

Divisions:—Parts of Speech.

SYNOPSIS.

ENGLISH GRAMMAR.	DIVISIONS	1. ORTHOGRAPHY.	1. Letters.
			2. Their Combinations.
		2. ETYMOLOGY.	1. Derivation of Words.
			2. Classification of Words.
			3. Properties of Words.
		3. SYNTAX.	1. Relation of Words.
			2. Agreement of Words.
			3. Construction of Sentences.
		4. PROSODY.	1. Punctuation.
			2. Versification.

Definitions.

1. ENGLISH GRAMMAR treats of the science of the English language, and the art of using it. Grammar is usually divided into four parts; viz: *Orthography*, *Etymology*, *Syntax* and *Prosody*.

2. ORTHOGRAPHY treats of the nature and power of letters, and the mode of combining them into syllables and words.

3. ETYMOLOGY treats of the derivation of words, their properties, and their classification into parts of speech.

4. SYNTAX treats of the relation, agreement, and connection of words, in the construction of sentences.

5. PROSODY treats of punctuation, and the laws of versification.

a. A more minute general division of grammar is sometimes made as follows:

1st. ORTHOEPY, which treats of elementary sounds, and the pronunciation of words.

2nd. ORTHOGRAPHY, which treats of the nature and power of letters, and the proper method of spelling words.

3d. LEXICOLOGY, which treats of the meaning of words.

4th. ETYMOLOGY, which treats of the origin and derivation of words.

5th. ORTHOGENY, which treats of the classification of words into parts of speech.

6th. SYNTAX, which treats of the relation, agreement, and connection of words in the construction of sentences.

7th. PROSODY, which treats of punctuation, and the laws of versification.

Parts of Speech.

6. There are eight classes of words called parts of speech; viz: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Interjection.

a. Words are classed according to their *grammatical office;* the same word is therefore frequently found in different classes; as, "The storm became a *calm;*" "*Calm* your fears;" "This is a *calm* morning."

b Words used without any grammatical relation to other words are called *attendant elements*; as, "*There* is a man at the door." "*John*, you may invite him in."

CHAPTER II.

The Noun.

SYNOPSIS:

- NOUN.
  - 1. CLASSES.
    - 1. Proper,
    - 2. Common.
      - 1. General Names.
      - 2. Abstract "
      - 3. Collective "
      - 4. Participial "
  - 2. PROPERTIES
    - 1. Gender.
      - 1. Masculine,
      - 2. Feminine,
        - Distinguished.
          - 1. By change of word.
          - 2. " " termination.
          - 3. " prefix or affix.
      - 3. Common,
      - 4. Neuter.
    - 2. Person.
      - 1st Person,
      - 2nd Person,
      - 3d Person.
    - 3. Number.
      - 1. Singular,
      - 2. Plural.
        - Formation.
          - 1. Regular,
          - 2. Irregular in *es*,
          - 3. " " *ies*,
          - 4. " " *ves*,
          - 5. Change of word.
    - 4. Case.
      - 1. Nominative,—Absolute,
      - 2. Possessive,
        - form
          - 1. Regular,
          - 2. Irregular,
      - 3. Objective,—without government,
      - 4. Independent.

Definitions.

7. A NOUN is a name; as, *Henry*, *book*, *darkness*, *army*.

Classes.

8. Nouns are either Proper or Common.

9. A PROPER NOUN is an individual name, or the name of some particular person, thing, place, people, or group; as, *Henry*, *Lake Erie*, *Cleveland*, *the Americans*, *the Azores*.

a. Proper nouns must always commence with a capital letter.

10. A COMMON NOUN is a common name, or the name of a sort, kind, or class of beings or things; as, *man*, *fish*, *creation*, *chair*, *child*.

a. When a common noun is the name of a quality considered apart from the object in which it is found, it is called an *Abstract* noun; as, *beauty, goodness, hardness.*

b. Nouns singular in form, though denoting more than one, are called *Collective* nouns; as, *flock, council, army, school.*

c. Nouns denoting the name of an action, or of a state of being, are called *Participial*, or *Verbal* nouns; as, "The *triumphing* of the wicked is short."

d. Such words as *grammar, geometry, music,* &c., and also such characters as 4, $\frac{1}{2}$, ⋈, —, &c., and the names of the letters *a, d, k,* &c., though in some respects particular nouns are classed with the common nouns.

e. Nouns denote *substantive existence* either material or immaterial; hence nouns, and all other *words, phrases,* and *clauses* used in the relations in which nouns occur, are called *Substantives;* as, "*He* studies *grammar;*" "*John* loves to *study grammar;*" "*John* says *that he studies grammar.*"

Phrases and clauses, when used as substantives, have all the properties of nouns. (See model for parsing, sections 33, 34, 35.)

Properties.

11. The *Properties* of Nouns are Gender, Person, Number, and Case.

Gender.

12. Gender is the property which distinguishes nouns in reference to sex.

There are four genders; Masculine, Feminine, Common and Neuter.

13. The Masculine Gender denotes males; as, *boy, king, lion.*

14. The Feminine Gender denotes females; as, *girl, queen, lioness.*

15. The Common Gender is applied to nouns which represent either males or females, or both; as, *child, bird, parent, cattle.*

16. The NEUTER GENDER denotes things without sex; as, *chair*, *desk*, *stove*.

a. There are three methods of distinguishing the masculine and feminine genders:

1st. By different *words*; as,
Father, *mother*. *Stag*, *hind*. *Boy*, *girl*. *Man*, *woman*.

2d. By different *terminations*; as,
Actor, *actress*. *Testator*, *testatrix*. *Hero*, *heroine*.

3d. By different words placed *before* or *after* the noun; as,
Man-servant, *maid-servant*. *He-goat*, *she-goat*.
Cock-sparrow, *hen-sparrow*. *Turkey-cock*, *turkey-hen*.

b. Strictly, there are but *two* genders, the masculine and feminine. The common and neuter are merely grammatical terms used for convenience.

Neuter means *neither*; and when applied to nouns simply means that they are of *no* gender.

Common gender is applied to names of living beings when the *name* does not indicate the *sex*. They must, therefore, necessarily belong either to the masculine or feminine, or both.

Person.

17. PERSON distinguishes the speaker, the hearer, and the person or thing spoken of. Nouns have three persons, the *first*, *second*, and *third*.

18. The FIRST PERSON denotes the speaker or writer; as, "I, *Paul*, have written it."

19. The SECOND PERSON denotes the person or thing addressed; as, "*Henry*, bring me a book." "Ye *crags* and *peaks* I'm with you once again."

20. The THIRD PERSON denotes the person or thing spoken of; as, "Henry studies his *book*."

a. Nouns are never used as the subjects or objects of verbs, except when in the third person.

Number.

21. Number is the property of the noun which distinguishes unity and plurality. There are two numbers, Singular and Plural.

22. The Singular number denotes but one; as, *boy*, *tooth*, *ox*.

23. The Plural number denotes more than one; as *boys*, *teeth*, *oxen*.

a. Such nouns as *tongs*, *scissors*, *ashes*, *politics*, *thanks*, &c., though they may not express plurality, yet as they have the plural form they are always used as nouns in the plural number.

Formation of the Plural.

24. The *regular* method of forming the plural of nouns is by adding *s* to the singular; as, *desk*, *desks*; *page*, *pages*.

a. When the singular ends in a sound which cannot unite with *s*, the plural is formed by adding *es* to the singular; as, *brush*, *brushes*; *church*, *churches*.

b. Nouns ending in *o*, preceded by a consonant, add *es* to form the plural; as, *negro*, *negroes*; *hero*, *heroes*.

c. Common nouns ending in *y* preceded by a consonant form their plurals by changing *y* into *ie*, and adding *s*; as, *lady*, *ladies*; *fly*, *flies*.

d. Some nouns ending in *f*, or *fe*, form their plurals by changing *f* or *fe* into *ve*, and adding *s*; as, *leaf*, *leaves*; *knife*, *knives*.

e. Some nouns form their plurals still more irregularly; as, *man*, *men*; *child*, *children*; *penny*, *pence*.

Case.

25. Case is the property of the noun which depends upon its relation to other words. Nouns have *four* cases, *Nominative*, *Possessive*, *Objective*, and *Independent*.

26. The Nominative Case usually denotes the subject of the finite verb; as, "*John reads* his book."

a. The *subject* of the verb is that of which something is affirmed, and it may be known by its answering to the question formed by placing *who*, or *what*, before the verb; as, "John reads his book." *Who* reads? John. "The ball rolled on the floor." *What* rolled? The *ball*.

b. All parts of the verb are called *finite*, except the *infinitive* and *participial* modes.

c. Nouns used in apposition with the subject, and also nouns following neuter and passive verbs meaning the same person or thing as the subject, are in the nominative case; as, "Solon, the *lawgiver*, was a wise *man*." *Lawgiver* is used to explain *Solon*, hence, in the same case by apposition; *man* follows the neuter verb *was*, and also means the same person as the subject, hence, in the nominative case.

27. The POSSESSIVE CASE denotes possession, origin, or design, as, "*John's* book;" "The *sun's* rays;" "He keeps *boy's* hats for sale."

Formation of the Possessive Case.

28. The *Possessive Case Singular*, is usually formed by adding an apostrophe and *s* to the nominative; as, Nom. *John*, Pos. *John's*. Nom. *boy*, Pos. *boys*.

29. When the nominative *plural* ends with *s*, the possessive case is formed by adding the apostrophe only; as, Nom. *boys*, Pos. *boys'*.

a. When plural nouns *do not* end with *s*, the possessive case is formed by adding both the apostrophe and *s*; as, "*Men's* boots;" "*Women's* gloves."

b. Nouns ending in the sounds of *s* or *z*, form their possessive case by adding the apostrophe only; as, "For *conscience'* sake;" *Archimedes'* screw."

c. In compound words, the sign of the possessive case is placed at the end; as, "My *mother-in-law's* farm;" "The *knight-errant's* adventure."

30. The objective case usually denotes the object of a transitive verb, or a preposition; as, "Henry *struck* *John;*" "The book is *on* the table."

a. A noun in the objective case may be known by its answering to the question formed by placing *who* or *what* after the verb or preposition; as, Henry *struck whom? John.* The book is *on what?* The *table.*

b. Nouns denoting *time, measure, distance,* or *value,* are in the objective case without a governing word; as, "He did it *times* without number;" "The post is *ten* feet high;" "We rode sixty *miles* that *day*;" "He is not a *farthing* richer for it."

31. A noun is in the INDEPENDENT CASE, when it has no direct grammatical connection with the rest of the sentence; as, "O, *Absalom* my son!" "Our *fathers*, where are they?" "The *sun* having risen, we proceeded on our journey."

a. The independent case includes all nouns *addressed,* or used merely for *emphasis* or *euphony.*

Order of Parsing.

A Noun	and	why?
Proper or Common	"	"
Gender	"	"
Person	"	"
Number	"	"
Case	"	"
Rule.		

Parse all the *nouns* in the following exercises:

REMARK.—The words in large capitals are *transitive verbs,* those in small capitals are *intransitive* and *neuter verbs,* and those in italics, *prepositions.*

Models.

32. James, William MAY BRING the horse *from* your brother's barn.

James..............A *noun*—it is a name; *proper*—it is an individual name; *masculine gender*—it is the name of a male; *second person*—it denotes the person addressed; *singular number*—it denotes but one; *independent case*—it is used in address.—Rule VI.

William..............A *noun*—it is a name; *proper*—it is an individual name; *masculine gender*—it is the name of a male; *third person*—it denotes the person spoken of; *singular number*—it denotes but one; *nominative case*—it is the subject of the verb *may bring*.—Rule I.

Horses............... A *noun*—it is a name; *common*—it is the name of a class of animals; *masculine gender*—it denotes males; *third person*—it denotes things spoken of; *plural number*—it denotes more than one; *objective case*—it is the object of the transitive verb *may bring*.—Rule III.

Brother's............A *noun*—it is a name; *common*—it is the name of a class of persons; *masculine gender*—it denotes a male; *third person*—it denotes a person spoken of; *singular number*—it denotes but one; *possessive case*—it denotes possession and limits *barn*.—Rule V.

Barn.................A *noun*—it is a name; *common*—it is the name of a class of things; *neuter gender*—it denotes an object without sex; *third person*—it is spoken of; *singular number*—it denotes but one; *objective case*—it is the object of the preposition *from*.—Rule III.

33. Solon, the law-giver, WAS a wise man.

Solon.................A *noun*, &c; *nominative case*—it is the subject of the verb *was*.—Rule I.

Lawgiver............A *noun*—it is a name; *common*—it is the name of a class of persons; *masculine gender*—it denotes a male; *third person*—it is spoken of; *singular number*—it denotes but one; *nominative case*—by *apposition* it is used to explain the noun Solon.—Rule I.

Man.................. A *noun*—it is a name; *common*—it is the name of a class of persons; *masculine gender*—it denotes a male; *third person*—it denotes the person spoken of; *singular number*—it denotes but one; *nominative case*—it follows the neuter verb *was*, and is an attribute of the subject.—Rule II.—(See note c, Sec. 26.)

34. We RODE sixty miles.

Miles................. A *noun*, &c; *objective case*, without a governing word.—(See note b, Sec. 30.)

REMARK.—The models and exercises containing phrases and clauses, used as substantives, may be omitted until part I. is reviewed. Parse *nouns* contained in substantive phrases and clauses according to the preceding models.

35. To study grammar IS necessary.

To study grammar............ A *substantive*—it is a phrase used in the relation of a noun; *neuter gender*—it denotes an object without sex; *third person*—it is spoken of; *singular number*—it denotes but one; *nominative case*—it is the subject of the verb *is*.—Rule I.

36. My desire IS that you study grammar.

Desire............... A *noun*, &c; *nominative case*—it is the subject of the verb *is*.—Rule I.

That you study grammar...... A *substantive*—it is a clause used in the relation of a noun; *neuter gender*—it denotes an object without sex; *third person*—it is spoken of; *singular number*—it denotes but one; *nominative case*—it follows the neuter verb *is*, and is an attribute of the subject.—Rule II.

37. John SAYS that you study grammar.

That you study grammar. A *substantive*, &c; *objective case*—object of the transitive verb *says*.—Rule III.

Exercises.

1. Columbus DISCOVERED America.
2. The fire CONSUMED the gentleman's house.
3. The horse RAN away *with* Thomas.
4. The Elephant HAS large tusks.
5. Most children LOVE lambs and birds.
6. William, where HAVE you BEEN?
7. I, the governor, MAKE a proclamation.
8. John, SIT *on* a chair *by* the fire *in* the parlor.
9. We boys ARE noisy *on* the playground.
10. Sarah HAS RECEIVED a letter *from* her cousin.
11. Abraham, Isaac, and Jacob WERE Jewish patriarchs.
12. Charles and his sister WERE absent from home.
13. Peter RAN *up* the steps, *into* the house, and FELL *over* a chair, *into* a tub of water.
14. The man WAS TAKEN *by* the king's officers.
15. These ARE John's and Eliza's friends.
16. Xenophon, the soldier and historian, WAS a disciple *of* Socrates.
17. Civility IS the result *of* good nature and good sense.
18. O Lord, our Lord, how excellent IS thy name!
19. Cowper the sweet poet, and humble christian, WAS a friend *of* Newton, the great divine.
20. To be industrious IS a duty.—(See remark Sec. 34.)
21. His being present at the meeting WAS an accident.
22. That I made such an assertion, is not true.
23. His design WAS to become distinguished.
24. Samuel's fault IS being idle *at* school.
25. The result MUST BE, that he will be disappointed.
26. They TRIED TO CONCEAL their fears.
27. Henry SAYS that he goes *to* school.

CHAPTER III.

The Adjective.

SYNOPSIS.

ADJECTIVE.
- 1. Classes,
  - 1. Qualifying,
  - 2. Limiting.
    - 1. Articles.
      - 1. Definite,
      - 2. Indefinite.
    - 2. Pronominals.
    - 3. Numerals.
      - 1. Cardinal.
      - 2. Ordinal,
- 2. Comparison.
  - 1. Degrees,
    - 1. Positive,
    - 2. Comparitive,
    - 3. Superlative.
  - 2 Formation.
    - 1. Monosyllables,
    - 2. Polysyllables,
    - 3. Descending,
    - 4. Irregular,

38. An *Adjective* is a word used to qualify or limit the meaning of a noun or pronoun, as, "A tall tree;" "He is *industrious*;" "This horse."

a. Adjectives modify substantives by numbering, restricting, describing, or expressing a quality belonging to them.

39. There are two general classes of Adjectives;—*Qualifying* and *Limiting.*

40. A QUALIFYING ADJECTIVE expresses some quality belonging to a noun or pronoun; as, "A *bad* child;"—"A *sweet* apple;" "A *noble* deed;" "He is *poor.*"

41. A *Limiting Adjective* restricts the meaning of the noun or pronoun without expressing any quality belong-

ing to it; as, "*The* tree;" "*That* woman;" "*Many* words."

a. Adjectives derived from proper nouns are sometimes called *proper* adjectives. Like the names from which they are derived, they should commence with capital letters; as, "The *American* people;" "The *British* nation."

Division of Limiting Adjectives.

42. LIMITING ADJECTIVES are divided into *three* classes: *Articles*, *Pronominal* and *Numeral* Adjectives.

43. *A* or *An* is called the *indefinite* article, because it is not used to point out any *particular* one, but only *some* one of a class of objects; as, "*A* man; "*An* apple."

a. *A* is used before words commencing with consonant sounds; *An* before words commencing with vowel sounds; as, "A *horse;*" "An *ocean.*"

44. THE is called the *definite* article, because it is used to point out some *particular* object, or class of objects; as, "*The* book;" "*The* fields."

45. Those limiting adjectives are called *pronominal*, which stand alone and represent the nouns, understood, to which they belong; as "*This* (example) is correct;" "*That* is incorrect."

a. The principal pronominal adjectives are, *each*, *every*, *either*, *neither*, *this*, *that*, *these*, *those*, *former*, *latter*, *some*, *other*, *any*, *one*, *all*, *such*, *both*, *none*, *little*, *less*, *least*, *sundry*, *enough*.

b. *Qualifying* adjectives may also represent a noun understood. In that case they are always preceded by an article; as, "*The violent* take it by force."

46. *Numeral Adjectives* are those which are used to express number and order. They are divided into two classes—*Cardinal* and *Ordinal*.

a. *Cardinal* numbers are those which answer the question, How many? as, *one*, *two*, *three*, &c.

b. *Ordinal* numbers are those which denote order or rank, as, *first, second, third,* &c.

Comparison.

47. COMPARISON is the modification of form which adjectives undergo to express different degrees of the same quality. The comparison may be *ascending;* as, *wise, wiser, wisest;* or *descending,* as, *wise, less wise, least wise.*

48. There are three degrees of comparison; *Positive. Comparative,* and *Superlative.*

49. The POSITIVE degree is the simple form of the adjective, and expresses the quality of an object without comparison; as, "A *beautiful* flower;" "A *strong* horse."

50. The COMPARATIVE degree expresses a higher or lower degree than the positive; as, "A *more beautiful* flower;" "A *less beautiful* flower;" "A *stronger* horse."

51. The SUPERLATIVE degree expresses the highest or lowest degree of quality belonging to the objects, or classes of objects compared; as, "The *most beautiful* flower;" "The *least beautiful* flower;" "The *strongest* horse."

a. The *comparative* degree is used when a comparison is made between two objects, or classes of objects; the *superlative* when a comparison is made between several objects, or classes of objects.

Formation of the Comparative and Superlative.

52. In *ascending* comparison, there are two regular methods of forming the comparative and superlative degrees:

1st. By adding to the positive of adjectives of one syllable, *r* or *er* for the comparative, and *st* or *est* for the superlative; as,

Pos.	Com.	Sup.
Wise,	wiser,	wisest.
Great,	greater,	greatest.
Slow,	slower,	slowest.

2d. By prefixing to the positive of adjectives of more than one syllable, *more* for the comparative, and *most* for the superlative; as,

Pos.	Com.	Sup.
Grateful,	more grateful,	most grateful.
Indolent,	more indolent,	most indolent.
Beautiful,	more beautiful,	most beautiful.

53. In *descending* comparison, the comparative is formed by prefixing *less*, and the superlative by prefixing *least* to the positive; as,

Pos.	Com.	Sup.
Wise,	less wise,	least wise.
Indolent,	less indolent,	least indolent.
Grateful,	less grateful,	least grateful.

a. Adjectives of two syllables ending in *y* or in *e* mute, are sometimes compared like monosyllables; as,

Pos.	Com.	Sup.
Happy,	happier,	happiest.
Simple,	simpler,	simplest.
Polite,	politer,	politest.

b. Some comparisons are irregular; as,

Pos.	Com.	Sup.
Good,	better,	best.
Bad,	worse,	worst.
Far,	farther,	farthest.

c. A slight degree of quality is indicated by affixing *ish* to the positive; as,

sweet, sweetish; black, blackish.

d. The superlative is sometimes formed by affixing *most* to the positive or comparative; as, ***hindmost, nethermost.***

c. Most of the limiting adjectives, and those expressing qualities which can not exist in different degrees, do not admit of comparison; as, *round, square, almighty, eternal,* &c.; *this, some, twenty,* &c.

Some adjectives, however, which strictly fall under this class, we are authorized by good usage to compare; as, *perfect, complete, just, correct, upright,* &c.

Order of Parsing.

An Adjective, and why?
Qualifying or Limiting " "
Compare it.
Degree of comparison " "
What does it qualify or limit?
Rule.

Parse all the *nouns* and *adjectives* in the following exercises:

REMARK.—*Transitive verbs* are in large capitals; *intransitive* and *neuter verbs* in small capitals; and *prepositions* in italics.

For models for parsing the *noun*, see sections 32, 33, and 34.

Models.

54. The boy RODE a vicious horse.

The....................An *adjective*—it is a word joined to a noun; *limiting*—it restricts the meaning of the noun; uncompared, and limits the noun *boy* by denoting a *particular* boy.—Rule XVI.

A.......................An *adjective*—it is a word joined to a noun; *limiting*—it restricts the meaning of the noun; *uncompared*, and limits the noun *horse* by denoting *one* horse.—Rule XVI.

Vicious................An *adjective*—it is a word joined to a noun; *qualifying*—it expresses a quality belonging to the noun; *compared*—pos. *vicious*, com. *more vicious*, sup. *most vicious;* in the *positive* degree it expresses a simple quality; it qualifies by denoting the *kind* of horse.

55. These books ARE mine, those ARE yours.
No one CAN TELL what others WILL DO.

Those..................A *pronominal adjective* — it is used to represent a noun; *neuter gender*, *third person*, *plural number;* because the noun *books* is for which it stands; *nominative* case—subject of the verb *are* —Rule I.

One.....................A *pronominal adjective*—it is used to represent a noun; *common gender*, *third person*, *singular number;* because the noun understood is for which it stands; *nominative case*—subject of the verb *can tell.*—Rule I.

Others................A *pronominal adjective*, &c.; *common gender*, *third person*, *plural number*, &c.; *nominative case*—subject of the verb *will do.*—Rule I.

56. The most vicious ARE usually the most unhappy.

The.......................An *adjective*, &c.; limits the noun *most vicious* by denoting a particular class of persons.—Rule XIV.

Most vicious.......An *adjective* used as a *noun; common gender*—it denotes either males or females; *third person*—it denotes the persons spoken of; *plural number*—it denotes more than one; *nominative case*—subject of the verb *are.*—Rule I.

Most unhappy.....An *adjective* used as a *noun*, &c.; *nominative case* —it follows the neuter verb *are*, and means the same persons as the subject *most vicious.*—Rule II.

Exercises.

1. This site COMMANDS an extensive view of the surrounding country.
2. Rhode Island IS the smallest State *in* the Union.
3. This book IS beautiful, but the other IS instructive.
4. Early risers DERIVE much pleasure *from* the sweet songs *of* the beautiful birds.

5. Though bituminious coal IS black and dirty, it MAKES a bright fire.
6. The young man WAS unworthy *of* the favor *of* his generous benefactor.
7. James IS a taller boy than George IS.
8. This IS the oldest chair *in* the room.
9. John WAS the best boy *in* the senior class.
10. He WAS the least man *in* the company, but there WAS no better soldier.
11. TAKE the shortest road.
12. I PICKED the ripest apple, which WAS *on* the largest tree.
13. Every diligent boy receives merited praise.
14. These apples ARE sweeter than those ARE.
15. This most excellent fruit IS such as you desired.
16. These ARE the ones which James presented.
17. What CAN BE THOUGHT *of* those who FORSAKE their own.
18. A thousand soldiers WERE ENCAMPED on the hill.
19. The western continent IS colder than the eastern *at* corresponding latitudes.
20. All the features *of* a great heroic age, *from* which European civilization DATES, and political and domestic order TAKES its rise, STAND forth *in* living reality.
21. The best and wisest men ARE sometimes *in* fault.
22. When the child AWOKE, pale, languid, and unable to TURN herself *on* her little bed, a happy group WAS WATCHING the first faint smile that broke *over* her beautiful features.

CHAPTER IV.

Pronouns.

SYNOPSIS.

PRONOUN.
- 1. Office.
  - 1. Substantive,
  - 2. Adjective.
- 2. Classes.
  - 1. Personal,
    - 1. Simple.
    - 2. Emphatic.
    - 3. Possessives.
  - 2. Relative,
    - 1. Definite,
    - 2. Indefinite.
  - 3. Interrogative,
    - 1. Who.
    - 2. Which and What.
- 3. Properties,
  - 1. Gender,
  - 2. Person,
  - 3. Number,
  - 4. Case.
- 4. Declension.
  - 1. Personal,
    - 1. Simple,
    - 2. Emphatic,
  - 2. Relative,
    - 1. Definite.
    - 2. Indefinite.
  - 3. Interrogative.

Definitions.

57. A Pronoun is a word used instead of a noun; as, "John has learned *his* lesson."

The word for which a pronoun stands is called its *antecedent.*

a. Without the pronoun in the above example, we should say. "John has learned *John's* lesson."

58. Pronouns have two distinct offices;

1st. *Substantive*, when they are used to represent nouns in the nominative and objective cases; as, "*He* is in the city." "*What* do you want?" "This book is *yours*."

2d. *Adjective*, when they stand in connection with the nouns which they limit; as, "*What man* do you see." "*Whose knife* did he take?" "This is *my book*."

59. Pronouns have the same *gender*, *person*, and *number* as the nouns for which they stand, but their *case* depends upon the construction of the sentences to which they belong."

60. There are three classes of pronouns, *Personal*, *Relative*, and *Interrogative*.

Personal Pronouns.

61. Personal Pronouns are those which have a peculiar form to indicate their person and number.

They are distinguished as *Simple* and *Emphatic*.

62. The *Simple* personals are *I*, *thou*, *he*, *she*, and *it*, with their various numbers and cases.

63. The *Emphatic* personals are those formed by adding *self*, or *selves* to the simple personals, and are used for emphasis, or specially to distinguish or refer to the subject; as, "I, *myself*, will do it." "*We* frequently deceive *ourselves*."

Declension of the Personal Pronouns.

64. The simple personal pronouns are thus declined:

First Person

	Singular.	*Plural.*
Nom.	I,	We.
Poss.	My, *or* Mine.	Our, *or* Ours.
Obj.	Me,	Us.

SECOND PERSON.

	Sing.	*Plur.*		*Sing.*	*Plur.*
Nom.	Thou,	Ye,	*Or*	You,	You,
Poss.	Thy, *or* Thine.	Your, *or* Yours.		Your, *or* Yours.	Your, *or* Yours.
Obj.	Thee.	You.		You.	You.

THIRD PERSON.

	Singular.			*Plural.*
	Mas.	*Fem.*	*Neut.*	*Neut.* or *Com.*
Nom.	He,	She,	It,	They,
Poss.	His,	Her, *or* Hers.	Its.	Their, *or* Theirs.
Obj.	Him,	Her,	It.	Them.

65. The emphatic personals are thus declined :

FIRST PERSON.

	Singular.	*Plural.*
Nom. & Obj.	Myself.	Ourselves.

THIRD PERSON.

	Singular.	*Plural.*
Nom. & Obj.	Thyself, Yourself,	Yourselves.

THIRD PERSON.

	Singular.	*Plural.*
	Mas. Fem. & Neut.	*Com. & Neut.*
Nom. & Obj.	Himself, Herself, Itself.	Themselves.

a. The emphatic personals are not used in the possessive case.

b. In the declension of the simple personal pronouns, two forms have been given for the possessive case, according to common usage. Strictly, however, there should be but one form. *My*, *thy*, *his*, *her*, *our*, *your*, and *their*, are in the possessive case, used *adjectively*, to limit the nouns to which they are joined; as, "This is *her* book."

c. *Mine*, *thine*, *hers*, *ours*, *yours*, and *theirs*, except in solemn style, are always used *substantively*, to represent nouns in the

nominative and objective cases, which are omitted; as, "This is her book; that is *mine*."

Remark.—In the above example the pronoun *mine*. and the pronominal adjectives *this*, and *that*, all bear the same relation to the *noun book*, understood. *This* and *that*, are used *substantively*, to represent the noun, and *adjectively* to specify the *particular* book. In like manner *mine* represents the *noun*, and also *adjectively* specifies its ownership; as, *This book* is *her* book; *that book* is *my book*.

As custom has sanctioned the practice of investing pronominal adjectives with all the properties and relation of the nouns which they represent, consistency and uniformity require that the same rule should govern this class of personals. *Mine*, therefore, in this example should be placed in the *nominative* case after *is*, and not in the possessive.

d. *You* was originally plural, but is now also used to represent singular nouns, though still plural in its grammatical relations.—Except in solemn style, it always takes the place of *thou*.

e. *We* is often employed in place of *I*, when the speaker includes others with himself, or desires to avoid the appearance of egotism.

f. In the *first* and *second* persons, there is but one form of the pronoun for all *genders*. The sex of the speaker and the person addressed are supposed to be known from their being present.

Relative Pronouns.

66. Relative Pronouns relate to their antecedents for their *gender*, *person*, and *number*. They are distinguished as *Definite*, and *Indefinite*.

67. The *Definite* relatives are *who*, *which*, and *that*. They always refer definitely to an antecedent to which they connect an *adjective* clause; as, "The man *who* is honest will be trusted."

a. In the above example *who* refers directly to the noun *man* for its antecedent, and also connects to it the qualifying clause "*who is honest*," denoting the *kind* of man that will be trusted.

68. The *Indefinite* relatives are *what*, and those formed by adding *ever* and *soever* to *who*, *which* and *what;* as *whoever*, *whatsoever*, &c.

They are only used when the antecedent is omitted, and always serve to introduce a *substantive* clause; as,

"*Whoever* is honest will be trusted;" "He received *what* he wanted."

a. In the above example the antecedents are omitted and the relatives refer to them in an indefinite manner. *Whoever* may refer to a *man* or a *woman* or to any number of *either* or *both.* It also introduces the substantive clause "*Whoever is honest,*" which is in the *nominative case,* subject of the verb *will be trusted.* *What* may refer to *money*, *honor*, or anything else. It introduces the substantive clause, *what he wanted*, which is in the *objective* case, objective of the verb *received.*

b. *What*, *Whatever*, *Whoever*, &c., are sometimes called *compound* relatives, equivalent to an antecedent and a relative. With the exception of *what*, they are compound *words* but not compound relatives.

Although an antecedent may be supplied, and the relative changed, it is more correct to regard them simply as relatives employed only when the antecedent is omitted.

Declension of the Relative Pronouns.

69. The relatives *what*, *that*, *whatever*, *whatsoever*, *whichever* and *whatsoever*, are used only in the nominative and objective cases. The other relatives are thus declined:

	Sing. & Plur.	*Sing. & Plur.*	*Sing. & Plur.*	*Sing. & Plur.*
Nom.	Who,	Which,	Whoever,	Whosoever,
Poss.	Whose,	Whose,	Whosever,	Whosoever,
Obj.	Whom.	Which.	Whomever.	Whomsoever.

70. *Than*, and *as*, when they occur in certain elliptical expressions, are usually classed with the relative pronouns; as, "He sent me more money *than* I expected." "I bought such books *as* I wanted."

a. *Than* and *as* may, however, be treated as conjunctions, as will be seen by supplying the omitted words in the above examples; as, "He sent me more money than *that was which* I expected;" "I bought such books as *those are which* I wanted."

b. *Who* is applied to persons, *which* to the lower animals and inanimate objects, *that* to any object to which *who* or *which* may be applied.

c. *That* is a relative only when *who*, *which*, or *whom*, can be substituted for it. Otherwise it is either a limiting adjective or conjunction.

Interrogative Pronouns.

71. *Who*, *which*, and *what*, when used in asking questions are called Interrogative Pronouns; as, "*Who* said that?" "*Which* book will you have?" "*What* do you want?"

a. *Who*, when used interrogatively, always inquires for persons, and refers to the nouns which answer the question for its antecedent.

b. When *which* and *what* represent nouns in interrogative sentences they are *substantives;* as in the example "*What* do you want?"

When used *with* the noun they are *adjectives;* as in the example "*Which book* will you have?"

c. The interrogatives *who* and *which* are declined like relatives.

REMARK.—Usual classification has been followed in calling *who*, *which* and *what* interrogative pronouns. Such a classification, however, is useless, if not positively incorrect. *Who* may be regarded simply as a *relative*, used interrogatively. *What* and *which* as pronominal or limiting adjectives, representing or limiting nouns, according to their use.

Order of Parsing.

Personal Pronouns.

Pronoun,	and	why?	
Personal, (simple or emphatic,)	"	"	
Gender,	"	"	
Person.	"	"	
Number,	"	"	
Decline.			
Case,	"	"	—Rule.

Relative Pronouns.

Pronoun,	and why?
Relative, (definite or indefinite,)	" "
Gender, Person, and Number,	" " —Rule.
Decline.	
Case,	" " —Rule.

Interrogative Pronouns, (Substantive.)

Pronoun,	and why?
Interrogative,	" "
Gender, Person, and Number,	" "
Case,	" " —Rule.

Interrogative Pronouns, (Adjective.)

Pronoun,	and why?
Interrogative,	" "
What does it limit? — Rule.	

Parse all the *nouns, adjectives,* and *pronouns* in the following exercises:

Models.

72. I HAVE somewhere READ, that he who RIDICULES the little imperfections *of* his friends WILL soon FIND all men united *against* him.

I......................A *pronoun*—it is a word used instead of a noun; *personal*—its form indicates its person and number; *first person*—it denotes the speaker; *singular number*—it denotes but one; Nom. *I*—*nominative case*—subject of the verb *have read.*—Rule I.

He....................A *pronoun*—it is a word used instead of a noun; *personal*—its form indicates its person and number; *masculine gender*—it denotes a male; *third person*—it denotes the person spoken of; *singular number*—it denotes but one; Nom. *he*—*nominative case* — subject of the verb *will find.*—Rule I.

His...................A *pronoun,* &c.; Nom. *he,* Poss. *his*—*possessive case*—it denotes possession, and limits the noun *friends.*—Rule V.

Him..................A *pronoun*, &c.; Nom. *he*, Poss. *his*, Obj. *him*—*objective case*, object of the preposition *against*. Rule V.

Who..................A *pronoun*—it is a word used instead of a noun; *definite relative*—it relates to its antecedent for its gender, person, and number, and also connects to it the adjective clause, "who ridicules the little imperfections of his friends;" *masculine gender*, *third person*, *singular number*, to agree with its antecedent *he*.—Rule VII. Nom. *who*—*nominative case*—subject of the verb *ridicules*.—Rule I.

73. Whom DID you SEE? I SAW Mary.

Whom...............A *pronoun*—it is a word used instead of a noun; *interrogative*—it is used to ask a question; *feminine gender*, *third person*, *singular number*, to agree with its antecedent *Mary*.—Rule VII. Nom. *who*, Poss. *whose*, Obj. *whom*—it is in the *objective case*, object of the transitive verb *did see*.—Rule III.

74. Whose knife DID he TAKE? He TOOK John's.

Whose...............A *pronoun*, &c.; Nom. *who*, Poss. *whose*—*possessive case*, and limits the noun *knife*.—Rule V.

75. Which apple DID he EAT? He ATE the largest one.

Which...............A *pronoun*—it is a word used to limit a noun; *interrogative*—it is used to ask a question; it limits the noun *apple*.—Rule XVI.

76. What DO you WANT? Nothing.

What................A *pronoun*—it is a word used instead of a noun; *interrogative*—it is used to ask a question; *neuter gender*, *third person*, *singular number*, to agree with its antecedent *nothing*; *objective case*—object of the transitive verb *do want*.—Rule III.

77. Whoever IS honest WILL BE TRUSTED.

Whoever............A *pronoun*—it is a word used instead of a noun; *indefinite relative*— it is only used when the antecedent is omitted, and also introduces the substantive clause, "*whoever is honest;*" *common gender*, *third person*, *singular number*, to agree with its antecedent understood.—Rule VII.—*Nominative case*—subject of the verb *is*.—Rule I.

78. PRACTICE what you KNOW.

What...............A *pronoun*, &c.; *indefinite relative*—it is only used when the antecedent is omitted, and also introduces the substantive clause, "*what you know;*" *neuter gender*, *third person*, &c.; *objective case*—object of the transitive verb *know*.—Rule III.

Exercises.

1. A ruler who IS just MAKES his people happy.
2. The person who STEALS my purse STEALS trash.
3. I LENT my book *to* him, and he RETURNED it *to* me.
4. The Lord CHASTENS him whom he LOVES.
5. I BESOUGHT my friend to GIVE his advice.
6. A little WILL ANSWER *for* the much which man DESIRES.
7. Dishonest persons very frequently CHEAT themselves.
8. DOST thou not LOVE thyself?
9. Whom DO we SEE here walking *by* herself?
10. I request my pupils to PARSE this sentence themselves.
11. These books ARE not yours; they ARE his, and hers.
12. Where IS that slate of yours, which you BOUGHT yesterday.
13. This knife IS his; mine IS *on* the desk.

14. The boys TOOK my books and LEFT theirs.
15. God, *by* whose kindness we LIVE, whom we WORSHIP, who CREATED all things, IS eternal.
19. *In* what DO you LIVE ?
17. *To* whom SHALL I GO if you REFUSE my application ?
18. What will you GIVE those boys *for* their kite ?
19. Which *of* the boys LOST his ball ?
10. Who ever SAW a person that WAS free *from* faults ?
21. Who CAN UNDERSTAND the heart *of* man ?
22. Which lesson DID the teacher DIRECT us to study ?
23. What book DID John LEAVE *in* the place *of* mine ?
24. Whoever STUDIES dilligently WILL BECOME learned.
25. A kind boy AVOIDS whatever INJURES others.
26. He WILL DO what IS proper.
27. Whatever PURIFIES the heart FORTIFIES it.
28. The Lord CHASTENETH whomsoever he LOVETH.
29. No one CAN TELL what others MAY DO.
30. *From* what IS RECORDED he APPEARS to HAVE BEEN a man *of* violence.
31. Addison, who WAS a fine writer, and whose spectator IS justly famous, LIVED IN the days of Queen Elizabeth.
32. There IS no class *of* persons that I DISLIKE so much, as those who SLANDER their neighbors.
33. What you HAVE SAID ASTONISHES me.
34. I CANNOT TELL which *of* the stars IS nearest, but Sirius SEEMS *to* me the brightest.

CHAPTER V.

The Verb.

SYNOPSIS.

VERB.

- 1. CLASSES.
  - 1, Active,
    - 1. Transitive,
      - 1, Active Voice,
      - 2. Passive Voice.
    - 2, Intransitive.
  - 2, Neuter,
    - 1. Being or state,
    - 2. Copula.
  - 3. Co-ordinate Classes.
    - 1. Regular,
    - 2. Irregular,
    - 3. Defective,
    - 4. Auxiliary,
    - 5. Impersonal.
- 2. PROPERTIES.
  - 1. Modes,
    - 1. Indicative,
    - 2. Potential,
    - 3. Subjunctive,
    - 4. Imperative,
    - 5. Infinitive,
    - 6. Participial.
  - 2. Tenses,
    - 1. Present,
      - 1. Present,
      - 2. Pres. Perfect,
    - 2. Past,
      - 3. Past,
      - 4. Past Perfect,
    - 3. Future.
      - 5. Future,
      - 6. Future Perfect.
  - 3. Person and Number.
    - 1. Terminations,
    - 2. Imperative,
    - 3. Infinitive,
    - 4. Participial,
- 3. CONJUGATION.
  - 1. Active Voice,
  - 2. Verb To Be,
  - 3. Passive Voice.
  - 4. Co-ordinate Forms.
    - 1. Progressive,
    - 2. Emphatic,
    - 3. Interrogative.

Definitions.

79. A VERB is a word by which we can affirm something of a person or thing; as, "John *learns* his lesson;" "James *was injured.*"

a. That of which anything is affirmed, is called the *subject* of the verb. In the above examples *John* and *James* are the subjects of the verbs *learns* and *was injured.*

b. The word *verb* means *word.* The *subject* and the *verb* are the principal words in a sentence.

Classes of Verbs.

80. Verbs, with respect to their *use*, are divided into two general classes, *active* and *neuter.*

Active Verbs.

81. An ACTIVE VERB expresses action; as, "The hunter *shot* the bear;" "The horse *runs.*" Active verbs are distinguished as *transitive* and *intransitive.*

82. A TRANSITIVE VERB expresses an action which does not terminate with the actor, but passes over to some other person or thing; as, "Camillus *defeated* the Gauls;" "The temple *was destroyed* by Titus."

a. In the *first* example the action passes from the subject *Camillus*, to the object, *Gauls;* in the *second*, from the *agent*, or *actor*, Titus, back to the *subject*, temple.

83. An INTRANSITIVE VERB expresses action which terminates with the actor; as, "The earth *moves;*" "The child *plays;*" "The dog *barks.*"

Neuter Verbs.

84. A NEUTER VERB expreses being or state; as, "The boys *are* in town; "I still *live;*" "John *sits* on a chair."

Neuter verbs are also used to connect attributes with their subjects; as, "The earth *is* round;" "He *has become* a villain;" "He *appears* earnest.

a. In the above examples, the attributes *round*, *villain* and *earnest*, are connected by the verbs *is*, *has become*, and *appears*, to their subjects.

Voice of Transitive Verbs.

85. Transitive verbs have two forms called the *active* and *passive* voices.

86. The ACTIVE VOICE represents the *subject* as acting upon an *object;* as, "*William* struck the *dog;*" "*Brutus* killed *Cæsar*."

87. The PASSIVE VOICE represents the subject as *being acted upon* by an *agent* or *actor;* as, "The *dog* was struck by *William;*" "*Cæsar* was killed by *Brutus*."

a. The *active* voice is changed into the *passive* voice by making the *object* in the *active*, the *subject* in the *passive*, and the *subject* in the *active*, the *agent* in the *passive*. Thus, "The *dog* caught the *hare*," may be changed to, "The *hare* was caught by the *dog*."

b. *Intransitive* and *neuter* verbs cannot be in passive voice, because they have no *objects* to become *subjects* in the *passive voice.*

c. There are a few intransitive verbs which sometimes have the *form* of the passive voice; as "James *is gone;*" "Thomas *was born* in August;" "The sun *is set*." They do not admit the name of the agent after them with the preposition *by*. They are therefore not in the *passive voice*, but *neuter* verbs in the *passive* form.

Co-ordinate Classes of Verbs.

88. With respect to *form*, verbs are *regular* or *irregular*.

There are also *Defective*, *Auxiliary*, and *Impersonal* verbs.

98. A REGULAR VERB forms its past indicative and past participle by affixing *ed* to the present indicative; as,

Pres. Indic.	*Past Indic.*	*Past Part.*
Kill,	Killed,	Killed,
Jump,	Jumped,	Jumped,
Walk.	Walked.	Walked.

a. When the verb ends in *e*, mute, the *e* is dropped on taking the suffix *ed;* as, *love*, lov-ed.

b. Regular verbs ending in *y*, not preceded by *a*, *e*, or *o*, change *y* into *i* before the suffix *ed;* as,

Pres. Indic.	*Past Indic.*	*Past Part.*
Pry,	Pried,	Pried,
Defy.	Defied.	Defied.

c. Some regular verbs double their final letter before the suffix, *ed;* as,

Regret,	Regretted,	Regretted,
Drop.	Dropped.	Dropped.

90. Irregular Verbs do not form their past indicative and past participle by affixing *ed* to the present indicative; as,

Pres. Indic.	*Past Indic.*	*Past Part.*
Strike,	Struck,	Struck.
Do,	Did,	Done,
See.	Saw.	Seen.

91. Defective Verbs are those in which some of the parts are wanting; as *can*, *could*, (participle wanting,) *may*, *might*, (participle wanting.)

92. Auxiliary Verbs are those employed in the conjugation of other verbs; as, *can* write, *shall* go, *must* die.

The auxiliary verbs are *do*, *be*, *have*, *shall*, *will*, *may*, *can* and *must*.

a. *Do*, *be* and *have* are also used as principal verbs; as "John *did* the work;" "Man *is* mortal;" The girl *has* a pet lamb."

93. Impersonal Verbs assert action or state independently of any particular subject;-as "It *snows*;" "It *seems;*" "It *is said*."

a. *It*, when used as the subject of an impersonal verb, has no definite antecedent.

Properties of Verbs.

94. To verbs belong *Mode*, *Tense*, *Person*, and *Number*.

Mode.

95. MODES are modifications of the form of the verb to denote the *manner* of the action or state expressed by the verb.

a. If I say, "I *read*," or "I *must read*." or "if I *read*," I speak in different manners of the *act* of reading; hence the verb *read* is said to be in different modes.

96. There are six modes; the *Indicative*, *Subjunctive*, *Potential*, *Imperative*, *Infinitive*, and *Participial*.

97. The INDICATIVE MODE simply *declares* action or state; as, "The carpenter *made* a box;" "The book *fell* to the floor;" "The tree *is* tall."

a. This mode is also used in asking questions, by introducing an auxiliary before the subject; as "*Did* he *go?*" "*Will* he *remain?*"

98. The SUBJUNCTIVE MODE represents an action or state as *doubtful* or *conditional;* as, "The book will be injured, *if it falls*."

a. The subjunctive mode is so called because it is used in a dependent clause—a clause *subjoined* to the principal, as in the above example.

b. The usual signs of the subjunctive mode are the conjunctions *if*, *though*, *unless*, *except*, *lest*. Prefixing one of these, or any similar conjunction denoting contingency to either the *indicative* or *potential* mode, will change it into the *subjunctive;* as, "*If* I *go;*" "*Lest* he *should return*."

c. The conjunction is sometimes omitted. In that case the auxiliary precedes the subject; as, *Should* we *live;* equivalent to "*If* we *should live*."

d. The *second* and *third* persons singular in the subjunctive are sometimes like the *first;* as, "If he *live;*" for "If he *lives.*"—The omission of the personal terminations slightly alters the sense. "If he *lives,*" implies that he will live; while "If he *live,*" implies that he will not.

99. The POTENTIAL MODE asserts the *power, liberty, necessity,* or *duty* of performing action, or being in a state; as "He *can see;*" "You *may go;*" "The culprit *must be punished;*" "The merchant *should pay* his debts."

a. The potential mode, like the indicative, is used in asking questions; as, "*Can* we *ascertain* the truth?"

b. The signs of the potential mode, in the present tense, are the auxiliaries *may, can,* and *must;* in the past tense, *might, could, would,* and *should.*

100. The IMPERATIVE MODE is used in *commanding, exhorting, entreating,* and *permitting;* as, "*Arrest* the criminal;" "*Come* unto me;" "*Save* me, Hubert."

101. The INFINITIVE MODE represents action or state abstractly, and is not limited by the person and number of a subject; as, "*To sleep* is refreshing;" "He has a wish *to do* good."

a. The infinitive partakes of the nature of a noun, and is frequently used in the same relations; as, in the example "*To sleep* is refreshing;" "*to sleep*" is used to denote the name of a state, and in the relation of a noun as the subject of the verb *is.*

b. The infinitive may usually be known by the sign *to.* After the verbs *bid, dare, need, make, see, hear, feel, help, let,* and a few others, the infinitive is used without the sign *to;* "*Bid* him *go;*" "*Let* him *come;*" "They *dare* not *do* it."

102. The PARTICIPIAL MODE represents an action or state as the property of a noun, like the adjective; as, "A ship *sailing* upon the sea, is a beautiful object." Or, like the infinitive it represents an action or state abstractly as a noun; as, "The *preaching* of the hypocrite is an abomination."

a. The participle partakes of the nature of a *noun* by denoting the *name* of an *action* or state of *being*, or of an *adjective*, by modifying a noun; and, in either case, it partakes of the nature of a *verb* by expressing *action* or a state of *being*.

b. The *present* participle is distinguished by the termination *ing*; as, *loving*, *walking*.

c. The infinitive and participle are used in abridged propositions; as, "I know the statement *to be true*;" equivalent to "I know *that the statement is true*;" "*On arriving home* we met a friend;" equivalent to, "*When we arrived home* we met a friend."

d. A verb in any other mode than the *infinitive* and *participial*, (which is only a peculiar form of the infinitive,) is said to be *finite*.

Tense.

103. Tenses are modifications of the form of the verb to denote the *time* of an action, or state of being.

104. There are three divisions of time, *present*, *past*, and *future*; and, in each of these divisions, an action or event may be represented as either *complete* or *incomplete*.

104. There are six tenses, the *present*, *past*, and *future*, which represent an action or event as *incomplete* at the time referred to; and the *present perfect*, *past perfect*, and *future perfect*, which represent an action or event as *completed* at the time referred to; as,

Pres. I love.	*Past.* I loved.	*Future.* I shall love.
Pres. Perf. I have loved.	*Past Perf.* I had [loved.	*Future Perf.* I shall [have loved.

106. The Present Tense denotes present time; as, "Birds *fly*;" "Girls *play*."

107. The Present Perfect Tense represents an action or state as completed at the present time; as, "William *has learned* his lesson;" "The birds have flown;" "Jane *has been* to school."

108. The Past Tense denotes past time; as, "George *went* to town;" "The floods *came;*" "Thomas *was* here."

109. The Past Perfect Tense represents an action or state as completed at some past time referred to; as, "The party *had left* town before I arrived;" "He met his brother after he *had been* to Zanesville."

110. The Future Tense denotes Future time; as, "His virtues *will be sung* by posterity;" "I *shall be* at school to-morrow."

a. To denote futurity, *shall* is generally used in the *first* person, and *will* in the *second* and *third* persons; as, "We *shall see* him;" "You *will* need help;" "He *will* reap the reward of his deeds."

b. *Will*, in the first person, although placed in the future tense, usually denotes *determination*, and *shall* in the second and third, *necessity;*" as, "I *will do it;*" "You *shall* not *go;*" "He *shall stay.*"

111. The Future Perfect Tense represents action or state as completed at some future time referred to; as, "I *shall have* dined at one o'clock;" "He *will have been* here before I return."

Remarks on Modes and Tenses.

1st. In accordance with the usual practice, the *subjunctive* and *potential* modes are recognized, although the ground on which such a classification rests may be justly questioned. The *subjunctive*, almost always, appears to be the *indicative*, preceded by a conjunction. The contingency given as a characteristic of this mode, seems rather to belong to the *conjunction* which precedes, than to the *verb*. There are, however, one or two forms peculiar to the *subjunctive.*

The *potential* mode more properly consists of a simple finite verb in the *indicative*, and a dependent *infinitive* with the sign *to* omitted; as, "I *may go;*" i. e. "I may *to* go.

2d. With the *participial* mode has been included what is usually termed the *participial noun* in *ing*. It does not properly belong there, but to the *infinitive*, of which there are two forms;

one with the sign *to*, the other with the termination *ing*. These forms do not differ in power, but may be used interchangeably, except that the form with the sign *to* cannot be used after a preposition, while that in *ing* can; as, "*To play* is pleasant;" or; "*Playing* is pleasant."

We can also say, "*By accepting* the offer he showed his weakness;" but not "*By to accept*," &c.

3d. The authorized classification of the *tenses*, so far as they relate to the *time* of actions and events, is even more objectionable than that of the modes.

What we call tense frequently has much more respect to certain *forms* of the verb, than it has to *time*. This will appear by presenting a few examples.

4th. In the *indicative* and *subjunctive* modes, the form of the verb applied to the present tense, is used not only to denote *present*, but also *past* and *future* time; as, "Cæsar *crosses* the Rubicon, and *enters* Rome in triumph;" "If he *goes*, *to-morrow*, I will remain at home;" "*When* he *arrives*, you will return."

5th. In the *potential* mode we say, "I *may*, or *can*, or *must write*" is in the *present* tense; and "I *might*, or *could*, or *would*, or *should write*" is in the *past* tense. In each case, however, we refer to an act which has not yet been performed; hence, so far as *time* is regarded, the act is *future*.

6th. We say *is*, is *present* tense, indicative, and *to go*, and *to be* are *present* infinitive. But if we say, "John *is to go* to school," and "John *is to be* a scholar," we speak of an act and a state which are still in the *future*.

7th. The verb *close* is said to be in the *present* tense. But if I say, "John, *close* the door," the *act* must necessarily be in the *future*, else there can be no propriety in the command.

If, therefore, the present nomenclature be retained, it seems evident that tense, as used in grammar, should be defined as referring, in most cases, *primarily* to the *form* of the verb which we use to express action or state, with only a *secondary* reference to *time*.

112. The Indicative mode has *six* tenses.

"	Potential,	*four* "
"	Subjunctive, (indicative form,)	*six* "
"	" (potential form,)	*four* "
"	Infinitive,	*two* "
"	Participial,	*three* "
"	Imperative,	*one* ".

Signs of the Tenses---Active Form.

113 INDICATIVE MODE.

Present,	Simple form of the verb.	
Past,	When regular, *ed* added	to the simple form.
Future,	Prefixing *shall*, or *will*	
Pres. Perfect,	" *have, hast*, or *has*	to the past participle.
Past Perfect,	" *had*, or *hadst*	
Fut. Perfect,	" *shall have*, or *will have*	

POTENTIAL MODE.

Present,	Prefixing *may, can,* or *must,*	to the simple form.
Past,	" *might, could, would,* or *should*	
Pres. Perfect.	" *may, can,* or *must have*	to the past participle.
Past Perfect,	" *might, could, would,* or *should* [*have*	

SUBJUNCTIVE MODE.

If, or any other conjunction expressing doubt or condition, placed before the corresponding tenses of the *Indicative* and *Potential* modes.

INFINITIVE MODE.

Present,	Prefixing *to*, to the simple form.
Pres. Perfect,	" *to have*, to the past participle.

PARTICIPIAL MODE.

Present,	Adding *ing*	to the simple form.
Past,	" *ed* when regular	
Pres. Perfect,	Prefixing *having* to the past participle.	

IMPERATIVE.

Present,	*Let*, or a *command.*

Person and Number.

114. The changes which verbs undergo to mark their agreement with their subjects, are called *person* and *number*.

115. When the subject is in the *second* person singular, (except in the imperative, and one form of the subjunctive mode,) the verb or its auxiliary takes the termination *est, st, or t;* as, "Thou *goest;*" "Thou *mayst go;*" "Thou *wilt* have gone."

116. When the subject is in the *third* person singular, the verb takes the termination *s, es,* or *eth;* as, "John *walks;*" "The horse *goes;*" "God *loveth* us." The termination *eth*, occurs only in solemn style.

a. The terminations of the persons in the plural are all alike, and, except in the verb *to be*, they are the same as the first person singular.

b. The imperative mode has but one person, the second. The infinitive and participial modes have *neither person* or *number*.

Conjugation.

117. The CONJUGATION of a verb is the regular arrangement of its parts, according to the *voices, modes, tenses, persons,* and *numbers.*

118. The *Principal* parts of the verb are the *present* and *past* tenses of the *indicative* mode, and the *past participle.* When these are known, all the parts of the verb may be found by using the proper terminations, and auxiliaries.

Conjugation of the Transitive Verb LOVE, in the Active Voice.

PRINCIPAL PARTS.

Present Tense,	*Past Tense,*	*Past Participle,*
Love.	Loved.	Loved.

Synopsis.

119. INDICATIVE MODE.

Present,	I love.
Present Perfect,	I have loved.
Past,	I loved.
Past Perfect,	I had loved.
Future,	I shall love.
Future Perfect,	I shall have loved.

120. POTENTIAL MODE.

Present,	I may, can, or must love.
Present Perfect,	I may, can, or must have loved.
Past,	I might, could, would, or should love.
Past Perfect,	I might, could, would, or should have loved.

121. SUBJUNCTIVE MODE, (INDICATIVE FORM.)

Present,	If I love,
Present Perfect,	If I have loved,
Past,	If I loved.
Past Perfect,	If I had loved.
Future,	If I shall love,
Future Perfect,	If I shall have loved.

122. SUBJUNCTIVE MODE, (POTENTIAL FORM.)

Present,	If I may, can, or must love,
Pres. Perfect,	If I may, can, or must have loved,
Past,	If I might, could, would, or should love,
Past Perfect.	If I might, could, would, or should have loved.

Regular Conjugation.

REMARK.—The Second Person, *Solemn Style*, is placed in italics, below the common form. It is so placed, that it may be used or omitted in conjugation, at the pleasure of the teacher.

123. INDICATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
1. I } love.	1. We } love.
2. You } love.	2. You } love.
3. He loves.	3. They } love.
2. *Thou lovest.*	2. *Ye* } love.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I have } loved.	1. We have } loved.
2. You have } loved.	2. You have } loved.
3. He has } loved.	3. They have } loved.
2. *Thou hast* } loved.	2. *Ye* have } loved.

PAST TENSE.

Singular.	*Plural.*
1. I } loved.	1. We } loved.
2. You } loved.	2. You } loved.
3. He } loved.	3. They } loved.
2. *Thou lovedest.*	2. *Ye* } loved.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I had } loved.	1. We had } loved.
2. You had } loved.	2. You had } loved.
3. He had } loved.	3. They had } loved.
2. *Thou hadst* } loved.	2. *Ye* had } loved.

REMARK. In the forms for the conjugation of the future tense, the auxiliaries *shall* and *will*, are so employed as to simply denote futurity. A verb in either the *first*, *second*, or *third* person, preceded by *shall* or *will*, is said to be in the *future* tense. But when *will* is used in the *first* person, or *shall* in the *second* or *third*, the principal object is to express *determination* or *necessity*—the expressing of futurity is only a *secondary* object.—See notes *a* & *b*, Sec. 110.

FUTURE TENSE.

Singular.		*Plural.*	
1. I shall	love.	1. We shall	love.
2. You will		2. You will	
3. He will		3. They will	
2. *Thou wilt*		2. *Ye* will	

FUTURE PERFECT TENSE.

Singular.		*Plural.*	
1. I shall have	loved.	1. We shall have	loved.
2. You will have		2. You will have	
3. He will have		3. They will have	
2. *Thou wilt* have		2. *Ye will* have.	

124. POTENTIAL MODE.

PRESENT TENSE.

Singular.			*Plural.*		
1. I	may, can, or must	love.	1. We	may, can. or must	love.
2. You			2. You		
3. He			3. They		
2. *Thou mayst, &c.*			2. *Ye*		

PRESENT PERFECT TENSE.

Singular.			*Plural.*		
1. I	may, can, or must have	loved.	1. We	may, can, or must have	loved.
2. You			2. You		
3. He			3. They		
2. *Thou mayst, &c.,* have			2. *Ye*		

PAST TENSE.

Singular.			*Plural.*		
1. I	might, could, would, or should	love.	1. We	might, could, would, or should	love.
2. You			2. You		
3. He			3. They		
2. *Thou mightst*, &c.			2. *Ye*		

PAST PERFECT TENSE.

Singular.			*Plural.*		
1. I	might, could, would, or should have	loved.	1. We	might, could, would, or should have	loved.
2. You			2. You		
3. He			3. They		
2. *Thou mightst*, &c. have			2. *Ye*		

125. SUBJUNCTIVE MODE. (Indicative Form.)

Remark.—There are but two forms of the verb peculiar to the Subjunctive mode. They occur in the *present* and *past* tenses. In all the other tenses, it corresponds with the tenses in the Indicative and Potential, preceded by a conjunction, *which marks the doubt or condition*, and might, therefore, with propriety be classed with those modes. See Note *d*, 98, and Remark 1st, on *Mode* and *Tense*.

PRESENT TENSE.

Singular. *Sub. Form.*		*Com. Form.*		*Plural.* *Sub. & Com. Form.*	
1. If I	love.	1. If I	love.	1. If we	love.
2. If you		2. If you		2. If you	
3. If he		3. If he loves,		3. If they	
2. If *thou*		2. If *thou lovest.*		2. If *ye*	

PRESENT PERFECT TENSE.

Singular.		*Plural.*	
1. If I have	loved.	1. If we have	loved.
2. If you have		2. If you have	
3. If he has		3. If they have	
2. If *thou hast*		2. If *ye* have	

PAST TENSE.

Singular. *Sub. Form.*		*Com. Form.*		*Plural.* *Sub. & Com. Form.*	
1. If I	loved.	1. If I	loved.	1. If we	loved.
2. If you		2. If you		2. If you	
3. If he		3. If he		3. If they	
2. If *thou*		2. If *thou lovedst.*		2. If *ye*	

PAST PERFECT TENSE.

Singular.		*Plural.*	
1. If I had	loved.	1. If we had	loved.
2. If you had		2. If you had	
3. If he had		3. If they had	
2. If *thou hadst*		2. If *ye* had	

FUTURE TENSE.

Singular.		*Plural.*	
1. If I shall	love.	1. If we shall	love.
2. If you will		2. If you will	
3. If he will		3. If they will	
2. If *thou wilt*		2. If *ye* will	

FUTURE PERFECT TENSE.

Singular.		*Plural.*	
1. If I shall have	loved,	1. If we shall have	loved.
2. If you will have		2. If you will have	
3. If he will have		3. If they will have	
2. If *thou wilt* have		2. If *ye* will have	

126. SUBJUNCTIVE MODE. (Potential Form.)

PRESENT TENSE.

Singular.			*Plural.*		
1. If I	may, can, or must	love.	1. If we	may, can, or must	love
2. If you			2. If you		
3. If he			3. If they		
2. If *thou mayest*, &c.			2. If *ye*		

Remark.—The other tenses of this form of the subjunctive are conjugated, in like manner, by placing a conjunction expressing doubt or condition, before the corresponding tenses of the potential mode.

127. IMPERATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
2. Love, or do you love,	2. Love, or do you love,
2. Love, or do *thou* love.	2. Love, or do *ye* love.

128. INFINITIVE MODE.

Present Tense.	*Present Perfect Tense.*
To love.	To have loved.

129. PARTICIPIAL MODE.

Present Tense.	*Present Perfect Tense.*	*Past Tense.*
Loving,	Having loved,	Loved.

Conjugation of the Neuter Verb TO BE.

PRINCIPAL PARTS.

Present Tense.	*Past Tense.*	*Past Participle.*
Be or am.	Was,	Been.

130. **Synopsis.**

INDICATIVE MODE.

Present,	I am,
Pres. Perfect,	I have been,
Past,	I was,
Past Perfect,	I had been,
Future,	I shall be,
Future Perfect,	I shall have been.

POTENTIAL MODE.

Present,	I may, can, or must be,
Pres. Perfect,	I may, can, or must have been,
Past,	I might, could, would, or should be,
Past Perfect,	I might, could, would, or should have been.

SUBJUNCTIVE MODE, (INDICATIVE FORM.)

Present,	If I be, or am,
Pres. Perfect,	If I have been,
Past,	If I were, or was,
Past Perfect,	If I had been,
Future,	If I shall be,
Fut. Perfect,	If I shall have been.

SUBJUNCTIVE MODE, (POTENTIAL FORM.)

Present,	If I may, can, or must be,
Pres. Perfect.	If I may, can, or must have been,
Past,	If I might, could, would, or should be,
Past Perfect,	If I might, could, would, or should have been

Regular Conjugation.

131. INDICATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
1. I am,	1. We are.
2. You are,	2. You are.
3. He is,	3. They are.
2. *Thou art.*	2. *Ye* are.

PRESENT PERFECT TENSE.

Singular.	*Plural.*
1. I have been.	1. We have been.
2. You have been.	2. You have been.
3. He has been.	3. They have been.
2. *Thou hast* been.	2. *Ye* have been.

PAST TENSE.

Singular.	*Plural.*
1. I was.	1. We were.
2. You were,	2. You were.
3. He was,	3. They were.
2. *Thou wast,*	2. *Ye* were.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. I had been.	1. We had been.
2. You had been.	2. You had been.
3. He had been.	3. They had been.
2. *Thou hadst* been.	2. *Ye* had been.

FUTURE TENSE.

Singular.	*Plural.*
1. I shall be.	1. We shall be.
2. You will be.	2. You will be.
3. He will be.	3. They will be.
2. *Thou wilt* be.	2. *Ye* will be.

FUTURE PERFECT TENSE.

Singular.	*Plural.*
1. I shall have been.	1. We shall have been.
2. You will have been.	2. You will have been.
3. They will have been.	3. They will have been.
2. *Thou wilt* have been.	2. *Ye* will have been.

132. POTENTIAL MODE.

PRESENT TENSE.

Singular.			*Plural.*		
1. I 2. You 3. He 2. *Thou mayest*, &c.,	may, can, or must	be.	1. We 2. You 3. They 2. *Ye*	may, can, or must	be.

PRESENT PERFECT TENSE.

Singular.			*Plural.*		
1. I 2. You 3. He 2. *Thou mayest*, &c. have	may, can, or must have	been.	1. We 2. You 3. They 2. *Ye*	may, can, or must have	been.

PAST TENSE.

Singular.			*Plural.*		
1. I 2. You 3. He 2. *Thou mightst*, &c.,	might, could, would, or should	be.	1. We 2. You 3. They 2. *Ye*	might, could, would, or should	be.

PAST PERFECT TENSE.

Singular.			*Plural.*		
1. I 2. You 3. He 2. *Thou mightst* &c. have	might, could, would, or should have	been,	1. We 2. You 3, They 2. *Ye*	might, could, would, or should have	been.

133. SUBJUNCTIVE MODE, (INDICATIVE FORM.)

PRESENT TENSE.

Sub. Form. *Singular.*		*Plural.*		*Com. Form.* *Singular.*	*Plural.*	
1. If I 2. If you 3. If he 2. If *thou*	be.	1. If we 2. If you 3. If they 2. If *Ye*	be.	1. If I am, 2. If you are, 3. If he is, 2. If *thou art*,	1. If we 2. If you 3. If they 2. If *Ye*	are.

PRESENT PERFECT TENSE.

Singular.		*Plural.*	
1. If I have 2. If you have 3. If he has 2. If *thou hast*	been.	1. If we have 2. If you have 3. If they have 2. If *ye* have	been.

PAST TENSE.

Sub. Form, Singular.		*Com. Form, Sing.*	*Com. & Sub. Plural.*
1. If I } were.	1. Were I,	1. If I was,	1. If we } were.
2. If you } were.	2. Were you,	2. If you was,	2. If you } were.
3. If he } were.	3. Were he,	3. If he was,	3. If they } were.
2. If *thou wert.*	2. *Wert thou.*	2. If *thou wast.*	2. If *ye* } were.

PAST PERFECT TENSE.

Singular.	*Plural.*
1. If I had } been.	1. If we had } been.
2. If you had } been.	2. If you had } been.
3. If he had } been.	3. If they had } been.
2. If *thou hadst* } been.	2. If *ye* had } been.

FUTURE TENSE.

Singular.	*Plural.*
1. If I shall } be.	1. If we shall } be.
2. If you will } be.	2. If you will } be.
3. If he will } be.	3. If they will } be.
2. If *thou wilt* } be.	2. If *ye* will } be.

FUTURE PERFECT TENSE.

Singular.	*Plural.*
1. If I shall have } been.	1. If we shall have } been.
2. If you will have } been.	2. If you will have } been.
3. If he will have } been.	3. If they will have } been.
2. If *thou wilt* have } been.	2. If *ye* will have } been.

134. SUBJUNCTIVE MODE, (POTENTIAL FORM.)

PRESENT TENSE.

Singular.	*Plural.*
1. If I } may, can, or must } be.	1. If we } may, can, or must } be.
2. If you } may, can, or must } be.	2. If you } may, can, or must } be.
3. If he } may, can, or must } be.	3. If they } may, can, or must } be.
2. If *thou mayest,* &c., } be.	2. If *ye* } may, can, or must } be.

The remaining tenses of this form of the subjunctive are conjugated in the same manner—by placing a conjunction, expressing doubt or condition, before the corresponding tenses of the potential mode.

135. IMPERATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
2. Be, or do you } be.	2. Be, or do you } be.
2. Be, or do *thou* } be.	2. Be, or do *ye* } be.

136. INFINITIVE MODE.

Present Tense.	*Present Perfect Tense.*
To be.	To have been.

137. PARTICIPIAL MODE.

Present Tense.	*Present Perfect Tense.*	*Past Tense.*
Being.	Having been.	Been.

Conjugation of the Transitive Verb LOVE, in the Passive Voice.

138. The Passive Voice is formed by prefixing, as an auxiliary, the various forms of the neuter verb, *To Be*, to the past participle of a transitive verb. (See Section 87, and also, Note *a*, under it.)

The tense of the verb *to be*, determines the tense in the passive voice.

139. **Synopsis.**

INDICATIVE MODE.

Present,	I am loved.
Present Perfect,	I have been loved.
Past,	I was loved.
Past Perfect,	I had been loved.
Future,	I shall be loved.
Future Perfect,	I shall have been loved.

POTENTIAL MODE.

Present,	I may, can, or must be loved.
Pres. Perfect,	I may, can, or must have been loved.
Past,	I might, could, would, or should be loved.
Past Perfect,	I might, could, would, or should have been loved.

SUBJUNCTIVE MODE, (Indicative Form.)

Present,	If I be, or am loved,
Present Perfect,	If I have been loved,
Past,	If I were, or was loved.
Past Perfect,	If I had been loved.
Future,	If I shall be loved,
Future Perfect,	If I shall have been loved.

SUBJUNCTIVE MODE, (Potential Form.)

Present,	If I may, can, or must be loved,
Pres. Perfect,	If I may, can, or must have been loved,
Past,	If I might, could, would, or should be loved,
Past Perfect.	If I might, could, would, or should have been loved.

Regular Conjugation.

140. INDICATIVE MODE.

PRESENT TENSE.

Singular.		*Plural.*	
1. I am	loved.	1. We	are loved.
2. You are		2. You	
3. He is		3. They	
2. *Thou art*		2. *Ye*	

PRESENT PERFECT TENSE.

Singular.		*Plural.*	
1. I have	been loved.	1. We have	been loved.
2. You have		2. You have	
3. He has		3. They have	
2. *Thou hast*		2. *Ye* have	

PAST TENSE.

Singular.		*Plural.*	
1. I was	loved.	1. We	were loved.
2. You were		2. You	
3. He was		3. They	
2. *Thou wast*		2. *Ye*	

PAST PERFECT TENSE.

Singular.		*Plural.*	
1. I had	been loved.	1. We had	been loved.
2. You had		2. You had	
3. He had		3. They had	
2. *Thou hadst*		2. *Ye* had	

FUTURE TENSE.

Singular.		*Plural.*	
1. I shall	be loved.	1. We shall	be loved.
2. You will		2. You will	
3. He will		3. They will	
2. *Thou wilt*		2. *Ye* will	

FUTURE PERFECT TENSE.

Singular.		*Plural.*	
1. I shall have	been loved.	1. We shall have	been loved.
2. You will have		2. You will have	
3. They will have		3. They will have	
2. *Thou wilt* have		2. *Ye* will have	

141. POTENTIAL MODE.

PRESENT TENSE.

Singular.			*Plural.*		
1. I	may, can, or must	be loved.	1. We	may, can, or must	be loved.
2. You			2. You		
3. He			3. They		
2. *Thou mayest*, &c.,			2. *Ye*		

PRESENT PERFECT TENSE.

Singular.			*Plural.*		
1. I	may, can, or must have	been loved.	1. We	may, can, or must have	been loved.
2. You			2. You		
3. He			3. They		
2. *Thou mayest*, &c. have			2. *Ye*		

PAST TENSE.

Singular.			*Plural.*		
1. I	might, could, would, or should	be loved.	1. We	might, could, would, or should	be loved.
2. You			2. You		
3. He			3. They		
2. *Thou mightst*, &c.,			2. *Ye*		

PAST PERFECT TENSE.

Singular.			*Plural.*		
1. I	might, could, would, or should have	been loved.	1. We	might, could, would, or should have	been loved.
2. You			2. You		
3. He			3. They		
2. *Thou mightst* &c. have			2. *Ye*		

142. SUBJUNCTIVE MODE.

PRESENT TENSE.

Sub. Form.				*Com. Form.*			
Singular.		*Plural.*		*Singular.*		*Plural*	
1. If I	be loved.	1. If we	be loved.	1. If I am	loved.	1. If we	are loved
2. If you		2. If you		2. If you are		2. If you	
3. If he		3. If they		3. If he is		3. If they	
2. If *thou*		2. If *Ye*		2. If *thou art*		2. If *Ye*	

PAST TENSE.

Sub. Form, Singular.				*Com. Form, Sing.*		*Com. & Sub. Plural.*	
1 If I	were lov'd	1 Were I	loved.	1 If I was	loved.	1 If we	were loved.
2 If you		2 Were you		2 If you were		2 If you	
3 If he		3 Were he		3 If he was		3 If they	
2 If *thou wert* [*loved.*		2 *Wert thou*		2 If *thou wast*		2 If *ye*	

Remark.—For the remaining tenses, follow the forms in the Indicative and Potential with *if.*

143. IMPERATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
2. Be loved, or be you loved.	2. Be loved, or be you loved.
2. Be loved, or be *thou* loved.	2. Be loved, or be *ye* loved.

144. INFINITIVE MODE.

Present Tense.	*Present Perfect Tense.*
To be loved.	To have been loved.

145. PARTICIPIAL MODE.

Present Tense.	*Present Perfect Tense.*	*Past Tense.*
Being loved.	Having been loved.	Loved.

Co-ordinate Forms of Conjugation.

146. Besides the common form of conjugation already given, there are three other forms; the *progressive*, *emphatic*, and *interrogative*.

Progressive Form.

147. The PROGRESSIVE form is used to express action or state in progress at the time referred to. It is formed by prefixing the various modes and tenses of the verb *to be*, to the *present* participle of the principal verb. It may be used in all the modes and tenses of the regular conjugation; as, "John *is writing;*" "John *must have been writing.*"

Emphatic Form.

148. The EMPHATIC form is used to intensify the action or state expressed by the verb. It is formed by prefixing the *present* and *past* tenses of the verb *do*, to the simple form of the principal verb. It is only used in the *present* and *past* tenses, *indicative* and *subjunctive*, and the *present* tense imperative; as, "John *does write;*" "If John *did write;*" "John, *do* you *write.*"

Interrogative Form.

149. Verbs may be conjugated through all the tenses in the *indicative* and *potential* modes, by placing the subject between the auxiliary and the principal verb, or after the verb, if it has no auxiliary; as, "Has *he* written?" "Writes *he?*"

Conjugation of the Verb WRITE in the Co-ordinate forms.

150. INDICATIVE MODE.

PRESENT TENSE.

Singular.

Emphatic.		*Progressive.*		*Interrogative.*			
1 I do	write.	1 I am	writing.	1 Do I	write?	1 Am I	writing?
2 You do		2 You are		2 Do you		2 Are you	
3 He does		3 He is		3 Does he		3 Is he	
2 *Thou dost*		2 *Thou art*		2 *Dost thou*		2 *Art thou*	

Plural.

Emphatic.		*Progressive.*		*Interrogative.*			
1 We do	write.	1 We are	writing.	1 Do we	write?	1 Are we	writing?
2 You do		2 You are		2 Do you		2 Are you	
3 They do		3 They are		3 Do they		3 Are they	
2 *Ye* do		2 *Ye* are		2 Do *ye*		2 Are *ye*	

PRESENT PERFECT TENSE.

Singular.

Progressive.		*Interrogative.*			
1 I have been	writing.	1 Have I	written?	1 Have I been	writing?
2 You have been		2 Have you		2 Have you been	
3 He has been		3 Has he		3 Has he been	
2 *Thou hast* been		2 *Hast thou*		2 *Hast thou* been	

Plural.

Progressive.		*Interrogative.*			
1. We have been	writing.	1. Have we	written?	1. Have we been	writing?
2. You have been		2. Have you		2. Have you been	
3. They have been		3. Have they		3. Have they been	
2. *Ye* have been		2, Have *ye*		2. Have *ye* been	

PAST TENSE.

Singular.

Emphatic.		*Progressive.*		*Interrogative.*			
1 I did	write.	1 I was	writing.	1 Did I	write?	1 Was I	writing?
2 You did		2 You were		2 Did you		2 Was you	
3 He did		3 He was		3 Did he		3 Was he	
2 *Thou didst*		2 *Thou wast*		2 *Didst thou*		2 *Wast thou*	

Plural.

Emphatic.		*Progressive.*		*Interrogative.*			
1 We did	write.	1 We were	writing.	1 Did we	write?	1 Were we	writing?
2 You did		2 You were		2 Did you		2 Were you	
3 They did		3 They were		3 Did they		3 Were they	
2 *Ye* did		2 *Ye* were		2 Did *ye*		2 Were *ye*	

REMARK.—The past perfect, and future tenses have no emphatic form. They may be conjugated in the progressive and interrogative forms, like the *present perfect.*

151. POTENTIAL MODE.

PRESENT TENSE.

Singular.

Progressive.		*Interrogative.*			
1 I may be	writing.	1 May I	write?	1 May I be	writing?
2 You may be		2 May you		2 May you be	
3 He may be		3 May he		3 May he be	
2 *Thou mayst* be		2 *Mayst thou*		2 *Mayst thou* be	

Plural.

Progressive.		*Interrogative.*			
1 We may be	writing.	1 May we	write?	1 May we be	writing?
2 You may be		2 May you		2 May you be	
3 They may be		3 May they		3 May they be	
2 *Ye* may be		2 May *ye*		2 May *ye* be	

REMARK.—Besides the auxiliary *may*, all others peculiar to this mode may be employed in conjugation.

The remaining tenses may be conjugated in a similar manner.

152. SUBJUNCTIVE MODE.

PRESENT TENSE.

Singular.

Emphatic.		*Progressive.*	
1. If I do	write.	1. If I be, or am	writing.
2. If you do		2. If you be, or are	
3. If he does.		3. If he be, or is	
2. If *thou dost*		2. If *thou be*, or *art*	

Plural.

Emphatic.		*Progressive.*	
1. If we do	write.	1. If we be, or are	writing.
2. If you do		2. If you be, or are	
3. If they do		3. If they be, or are	
2. If *ye* do		2. If *ye* be, or are	

REMARK.—The other tenses of this, and the remaining modes, may be conjugated in like manner.

153. Write a synopsis of the following verbs, Indicative, Potential and Subjunctive Modes, in the Active Voice, (simple and progressive forms,) and also in the Passive Voice:

arouse,	bend,	abuse,	build.
beseech,	choose,	burst,	bring.
blind,	despise,	calm,	deceive.
direct,	fear,	forget.	forsake.
form,	select,	try,	learn.
understand,	learn,	efface,	recall.
relieve,	add,	conquer,	work.

Model.

INDICATIVE MODE.

ACTIVE VOICE.

	Simple Form.	*Progressive Form.*
Present,	I write,	I am writing.
Pres. Perfect,	I have written,	I have been writing.
Past,	I wrote,	I was writing.
Past Perfect,	I had written,	I had been writing.
Future,	I shall write,	I shall be writing.
Fut. Perfect,	I shall have written,	I shall have been writing.

PASSIVE VOICE.

Present,	I am written,
Pres. Perfect,	I have been written,
Past,	I was written,
Past Perfect,	I had been written,
Future,	I shall be written,
Future Perfect,	I shall have been written.

POTENTIAL MODE.

ACTIVE VOICE.

	Simple Form.	*Progressive Form.*
Present,	I may write.	I may be writing,
Pres. Perfect,	I may have written,	I may have been writing,
Past,	I might write,	I might be writing,
Past Perfect,	I might have written,	I might have been writing.

PASSIVE VOICE.

Present,	I may be written,
Pres. Perfect,	I may have been written,
Past,	I might be written,
Past Perfect,	I might have been written.

SUBJUNCTIVE MODE. (Indicative Form.)

ACTIVE VOICE.

	Simple Form.	*Progressive Form.*
Present,	If I write,	If I am writing,
Pres. Perfect,	If I have written,	If I have been writing,
Past,	If I wrote,	If I was writing,
Past Perfect.	If I had written,	If I had been writing,
Future,	If I shall write,	If I shall be writing,
Fut. Perfect,	If I shall have written,	If I shall have been writ'g.

PASSIVE VOICE.

Present,	If I am written,
Pres. Perfect,	If I have been written,
Past,	If I was written,
Past Perfect,	If I had been written,
Future,	If I shall be written,
Fut. Perfect,	If I shall have been written.

SUBJUNCTIVE MODE, (Potential Form.)

ACTIVE VOICE.

	Simple Form.	*Progressive Form.*
Present,	If I may write,	If I may be writing,
Pres. Perfect,	If I may have written,	If I may have been writing,
Past,	If I might write,	If I might be writing,
Past Perfect,	If I might have written,	If I might have been writ'g.

PASSIVE VOICE.

Present,	If I may be written,
Pres. Perfect.	If I may have been written,
Past,	If I might be written,
Past Perfect,	If I might have been written.

154. List of Irregular Verbs.

Present.	*Past.*	*Past Participle.*
Abide,	Abode,	Abode,
Am,	Was,	Been,
Awake,	Awoke, R. *	Awaked,
Bear, (*to bring forth*,)	Bore.	Born,
Bear, (*to carry*,)	Bore,	Borne,
Beat,	Beat,	Beaten, beat,
Begin,	Began,	Begun,
Bend,	Bent, R.	Bent,
Bereave,	Bereft, R.	Bereft, R.
Beseech,	Besought,	Besought,
Bid,	Bid, bade,	Bidden, bid,
Bind,	Bound,	Bound,
Bite,	Bit,	Bitten, bit,
Bleed,	Bled,	Bled,
Blow,	Blew,	Blown,
Break,	Broke,	Broken,
Breed,	Bred,	Bred,
Bring,	Brought,	Brought,
Build,	Built, R.	Built,
Burn,	Burnt, R.	Burnt, R.
Burst,	Burst,	Burst,
Buy,	Bought,	Bought,
Cast,	Cast,	Cast,
Catch,	Caught, R.	Caught, R.
Chide,	Chid,	Chidden, chid,
Choose,	Chose,	Chosen,
Cleave, (*to split*,)	Clove,	Cloven,
Cling,	Clung,	Clung,
Clothe,	Clad, R.	Clad, R.
Come,	Came,	Come,
Cost,	Cost,	Cost,
Creep,	Crept,	Crept,
Crow,	Crew, R.	Crowed,

* Those verbs whose past tense and past participle are marked R, have also a regular form; as *awoke* or *awaked*.

Present.	*Past.*	*Past Participle.*
Cut,	Cut,	Cut,
Dare,	Durst, R.	Dared,
Deal,	Dealt, R.	Dealt, R.
Dig,	Dug. R.	Dug, R.
Do,	Did,	Done,
Draw,	Drew,	Drawn,
Dream,	Dreamt, R.	Dreamt, R.
Drink,	Drank,	Drunk, drank.
Drive,	Drove,	Driven,
Dwell,	Dwelt, R.	Dwelt, R.
Eat,	Ate,	Eaten,
Fall,	Fell.	Fallen,
Feed,	Fed,	Fed,
Feel,	Felt,	Felt,
Fight,	Fought,	Fought,
Find,	Found,	Found,
Flee,	Fled,	Fled,
Fling,	Flung,	Flung,
Fly,	Flew,	Flown,
Forsake,	Forsook,	Forsaken,
Freeze,	Froze,	Frozen,
Get,	Got,	Got, gotten,
Gild,	Gilt, R.	Gilt, R.
Gird,	Girt, R.	Girt, R.
Give,	Gave,	Given,
Go,	Went,	Gone,
Grave,	Graved,	Graven, R.
Grind,	Ground,	Ground,
Grow,	Grew,	Grown,
Hang,	Hung, R.	Hung, R.
Have,	Had,	Had,
Heave,	Hove, R.	Hoven, R.
Hew,	Hewed,	Hewn, R.
Hide,	Hid,	Hidden, hid,
Hit,	Hit,	Hit,
Hold,	Held,	Held,
Hurt,	Hurt,	Hurt,
Keep,	Kept,	Kept,
Kneel,	Knelt, R.	Knelt,
Knit,	Knit, R.	Knit.

Present.	*Past.*	*Past Participle.*
Know,	Knew,	Known.
Lade,	Laded,	Laden,
Lay,	Laid,	Laid,
Lead,	Led,	Led,
Leave,	Left,	Left,
Lend,	Lent,	Lent,
Let,	Let,	Let,
Lie, (*to recline*,)	Lay,	Lain,
Light,	Lit, R.	Lit, R.
Load,	Loaded,	Laden, R.
Lose,	Lost,	Lost,
Make,	Made,	Made,
Mean,	Meant,	Meant,
Meet,	Met,	Met,
Mow,	Mowed,	Mown, R.
Pay,	Paid,	Paid,
Pen, (*to enclose*,)	Pent, R.	Pent, R.
Put,	Put,	Put,
Quit,	Quit, R.	Quit, R.
Read,	Read,	Read,
Rend,	Rent,	Rent,
Rid,	Rid,	Rid,
Ride,	Rode,	Ridden.
Ring,	Rang, rung,	Rung,
Rise,	Rose,	Risen,
Rive,	Rived,	Riven,
Run,	Ran,	Run,
Saw,	Sawed,	Sawn, R.
Say,	Said,	Said,
See,	Saw,	Seen,
Seek,	Sought,	Sought,
Seethe,	Sod, R.	Sodden,
Sell,	Sold,	Sold,
Send,	Sent,	Sent,
Set,	Set,	Set,
Sit,	Sat,	Sat,
Shake,	Shook,	Shaken,
Shape,	Shaped,	Shapen, R.
Shave,	Shaved,	Shaven, R.
Sheer,	Sheared,	Shorn, R.

Present.	*Past.*	*Past Participle.*
Shed,	Shed,	Shed,
Shine,	Shone,	Shone,
Shoe,	Shod,	Shod,
Shoot,	Shot,	Shot,
Show,	Showed,	Shown,
Shred,	Shred,	Shred,
Shrink,	Shrunk, shrank,	Shrunk,
Shut,	Shut,	Shut,
Sing,	Sang, sung,	Sung,
Sink,	Sunk, sank,	Sunk,
Slay.	Slew,	Slain,
Sleep,	Slept,	Slept,
Slide,	Slid,	Slidden, Slid,
Sling,	Slung,	Slung.
Slink,	Slunk,	Slunk,
Slit,	Slit,	Slit, R.
Smite,	Smote,	Smitten, Smit,
Sow, (*to scatter*,)	Sowed,	Sown, R.
Speak,	Spoke,	Spoken,
Speed,	Sped,	Sped,
Spell,	Spelt, R.	Spelt, R.
Spend.	Spent,	Spent,
Spill.	Spilt, R.	Spilt, R.
Spin,	Spun,	Spun,
Spit,	Spit,	Spit,
Spilt,	Split,	Split,
Spread,	Spread,	Spread,
Spring,	Sprang, sprung,	Sprung,
Stand,	Stood,	Stood,
Steal,	Stole,	Stolen,
Stick,	Stuck,	Stuck,
Sting,	Stung,	Stung,
Stride,	Strode, strid,	Stridden,
Strike.	Struck,	Struck, Stricken,
String,	Strung,	Strung,
Strive,	Strove,	Striven,
Strow *or* strew,	Strowed *or* strewed,	Strown, Strewn, R.
Swear,	Swore,	Sworn,
Sweat,	Sweat, R.	Sweat, R.
Sweep,	Swept,	Swept,

Present.	*Past.*	*Past Participle.*
Swell,	Swelled,	Swollen, R.
Swim,	Swam, Swum,	Swum,
Swing,	Swung,	Swung,
Take,	Took,	Taken,
Teach,	Taught,	Taught,
Tear,	Tore,	Torn,
Tell,	Told,	Told,
Think,	Thought,	Thought,
Thrive,	Throve,	Thriven,
Throw,	Threw,	Thrown,
Thrust,	Thrust,	Thrust,
Tread,	Trod,	Trodden, Trod,
Wax,	Waxed,	Waxen, R.
Wear,	Wore,	Worn,
Weave,	Wove,	Woven,
Weep,	Wept,	Wept,
Wet,	Wet, R.	Wet, R.
Whet,	Whet, R.	Whet, R.
Win,	Won,	Won,
Wind,	Wound,	Wound,
Work,	Wrought, R.	Wrought, R.
Wring,	Wrung,	Wrung,
Write,	Wrote,	Written.

155. Order of Parsing.

A Verb, Active or Neuter,	and	why?
Give the principal parts.		
Regular or Irregular,	"	"
Transitive or Intransitive, (if active,)	"	"
Voice, (if transitive,)	"	"
Mode,	"	"
Tense,	"	"
Person and Number,	"	"

Parsing Exercises.

Parse all the *nouns*, *adjectives*, *pronouns* and *verbs* in the following exercises :

Models.

156. Anxiety to excel prevailed.

Excel..................A *verb*—it expresses action ; prin. parts, *excel, excelled, excelled; regular*—it forms its past indicative and past participle in *ed; intransitive*—the action does not pass from an agent to an object; *infinitive mode*—it is not limited by the person and number of its subject; *present tense*—it denotes present time, and is governed by the preposition *to*—Rule XV.

Prevailed...........A *verb*—it expresses action ; prin. parts, *prevail, prevailed, prevailed; regular*, &c.,—*intransitive*, &c.,—*indicative mode*—it makes a declaration ; *past tense*—it denotes past time ; *third person, singular number*—to agree with its subject, *anxiety*—Rule XI.

157. Resisting temptation is the conflict *of* life.

Resisting............A *verb*—it expresses action ; prin. parts, *resist, resisted, resisted ; regular*, &c.,—*transitive*—the action passes from an agent to an object ; *participial mode, present tense*. As a *verb*, it expresses *action*, and abstractly as a noun, it is used to form the subject of the verb *is*.

Is......................A *verb*—it denotes being, and as a copula, connects the attribute, *conflict*, with the subject, *resisting temptation ;* prin. parts, *am, was, been ; irregular*—it does not form its past indicative and past participle in *ed; indicative mode*, &c.; *present tense*, &c.; *third person, singular number*, —to agree with its subject, *resisting temptation.* —Rule XI.

158. The idle scholars having played *on* the way *to* school, were punished *by* their teacher.

Having played....A *verb*—it expresses action; prin. parts, *play, played, played, regular*, &c.; *intransitive*, &c.; *participial mode*,—it expresses action as a *verb*, and as an *adjective*, it describes the noun *scholars*.—Rule XVI.

Were punished.....A *verb*, &c.; *transitive*—the action terminates on an object; *passive voice*—the action passes from the *agent*, teacher, to the *subject* scholars; *mode, tense*, &c.—Rule XI.

159. The teacher punished the idle scholars *for* playing *on* the way *to* school.

Punished...........A *verb*, &c.; *transitive*—the action terminates on an object; *active voice*—the action passes from the *subject*, teacher, to the *object*, scholars; *mode, tense*, &c.—Rule XI.

Playing...............A *verbal* noun—it denotes the name of an action; *neuter gender*, &c.; *objective* case—object of the preposition *for*.—Rule III.

Exercises.

1. The time to study has arrived.
2. He who does no good, does harm.
3. The love *of* money is the root *of* evil.
4. The voice *of* truth will be heard.
5. He who disobeys the commands *of* God will meet with certain punishment.
6. James can improve, if he studies.
7. Many discoveries have been made *in* the present century.
8. You should have studied your lesson before you came to school.
9. Will you come if I call *for* you?

10. Be advised *by* your friends.
11. Determine to perform whatever you undertake.
12. Who that is idle can hope to improve?
13. What is worth being learned, is worth being well learned.
14. I am resolved that I will not be treated *in* this manner, if I can help it.
15. The workmen will receive their money, if the work shall have been completed.
16. He who tells a lie, is not sensible how great a task he undertakes; for he will be forced to invent twenty more, to maintain one.
17. Tell me a tale *of* the olden time.
18. Who will show us any good?
19. "Paint me as I am," said Oliver Cromwell; "If you leave out the scars and wrinkles, I will not pay you a shilling."
20. It is James who is coming.
21. William has been writing letters to his friends.
22. Thomas has been engaged *in* writing letters.
23. Henry being fond of writing *to* his friends has become an expert letter writer.
24. We found the horse feeding *upon* the grass, growing *by* the road side.
25. That boy must have taken great delight *in* being odd.
26. The honest fellow was greatly amazed *at* having been charged with crime.
27. We pity this lad *for* having been born blind.
28. Walking is healthy exercise.
29. The letter having been intercepted, the whole plot was discovered.
30. The general having mounted his horse, commanded his soldiers to advance.

31. The soldiers were commanded *by* the general to advance, when he had mounted his horse.
32. Cæsar ought not to have crossed the Rubicon.
33. To meet death as becomes a man, is a privilege bestowed *on* few.
34. The gentleman, seeing me, spoke *of* having settled his affairs.
35. Leaning back *in* his carriage, he was carried along, hardly knowing where he was.
36. Human affairs are *in* continual motion and fluctuation, altering their appearance every moment, and passing into some new forms.
37. The savages employ themselves *in* hunting wild animals.
38. After all, disciplining and cultivating your mind must be your own work.
39. Thus disguised, he traversed his native hills, viewing the strength and features *of* the land, and searching out kindred spirits.
40. All these exercises will have been correctly parsed, before the pupil is prepared to commence the next chapter.

CHAPTER VI.

The Adverb.

SYNOPSIS.

ADVERB.	1. CLASSES,	1. Place, 2. Time, 3. Manner, 4. Cause, 5. Order, 6. Direction, 7. Quantity, 8. Interrogation, 9. Affirmation. 10. Negation.
	2. CONJUNCTIVE,	
	3. COMPARISON.	1. Regular. 2. Irregular.

Definitions.

160. An *Adverb* is a word used to modify the meaning of a *verb* or *adjective*, or another *adverb;* as, "He studies *diligently;*" "He is *very* wise;" "He acts *more* cautiously."

a. Some adverbs are also used as adjectives, to modify nouns and pronouns; as, "They left John *only*."

161. *Adverbs* are divided into classes according to their meaning. The principal classes are Adverbs of *place*, *time*, *manner*, *degree*, *order*, *direction*, *cause*, *quantity*, *affirmation*, *negation*, and *interrogation*.

a. Adverbs may usually be distinguished by answering either of the questions, *How? How much? How often? Why? Where? Whither? Whence?*

Conjunctive Adverbs.

162. A CONJUNCTIVE ADVERB connects to the prinpal clause, an adverbial clause, which expresses *time*, *manner* or *cause;* as, "I will go *when* you call for me;" "The book remains *where* I left it."

a. A *Conjunctive* adverb represents two phrases, one of which contains a definite relative, and the other its antecedent, as in the above examples, "I will go *at the time at which* you call for me," "The book will remain *in the place in which*, &c." They, therefore, as conjunctions unite clauses, and as adverbs modify both predicates.

Comparison of Adverbs.

163. Most adverbs of manner may be compared by prefixing *more* and *most* to the simple form; as,

Positive.	*Comparative.*	*Superlative.*
Wisely,	More wisely,	Most wisely.
Studiously,	More studiously,	Most studiously.

a. Some adverbs are compared by affixing *er*, and *est*, to the simple form; as,

Positive.	*Comparative.*	*Superlative.*
Fast,	Faster,	Fastest.

b. Some adverbs are irregularly compared; as,

Positive.	*Comparative.*	*Superlative.*
Well,	Better,	Best.
Far,	Farther,	Farthest.

Order of Parsing.

An Adverb, and why?
What does it qualify.
Rule.

Parse all the *nouns*, *adjectives*, *pronouns*, *verbs*, and *adverbs* in the following exercises:

Models.

164. He acts justly.

Justly..................An *Adverb*—it qualifies the verb *acts*, by denoting manner.—Rule XVIII.

165. The wicked walk *on* every side when the vilest men are exalted.

When..................A *Conjunctive Adverb*—it connects an adverbial clause to the principal, and qualifies the verbs *walk*, and *are exalted*, by denoting *time.*—Rule XVIII.

Exercises.

1. God is present everywhere.
2. Act more wisely.
3. He writes very rapidly.
4. Sleep seldom visits sorrow.
5. When you have nothing to say, say nothing.
6. I have spoken *to* you twice.
7. I could not go so soon, therefore I remained.
8. He went as he came.
9. It always rains when you come.
10. Many hours passed away before she returned.
11. When shall I see you again? Never.
12. Wherefore didst thou desert me?
13. Come soon *to* the friends who are eagerly expecting you.
14. You stay patiently, till I come.
15. Vice may be seen too often.
16. The man drives too fast for safety.
17. The speaker was quite earnest *in* his manner.
18. The sooner he goes the better.

19. When the commander arrives, the vessel will sail.
20. The train stood still while we were getting into the carriage.
21. They managed their affairs most imprudently.
22. A generous man bestows his favors seasonably.
23. He who gives cheerfully, gives twice.
24. I do not know where they are now, but they have gone afoot, and cannot be far off.
25. Quite small children sometimes read very well.

CHAPTER VII.

The Preposition.

SYNOPSIS.

PREPOSITION.
- 1. Its Object,
  - 1. Noun or Pronoun,
  - 2. A Phrase,
  - 3. A Clause.
- 2. List,
- 3. Remarks.
  - 1. Certain Participles,
  - 2. Conjunctives and Adverbs,
  - 3. Object omitted,
  - 4. Double Prepositions.

Definitions.

166. A PREPOSITION connects an object to some other word, and shows the relation between them; as, "A man *of* straw;" "The book lies *on* the table."

a. The object of a preposition may be a *word*, a *phrase*, or a *clause;* as, "A man of *straw;*" "He was intent on *finding out the secret;*" "Much will depend on *who the commissioners are.*" In the first example, the *word* "straw," is the object of the preposition *of;* in the second, the *phrase* "finding out the secret," is

the object of the preposition *on;* in the third, the *clause* "who the commissioners are," is the object of the preposition *on.*

List of Prepositions.

167. The following is a list of the principal Prepositions:

Aboard,
About,
Above,
Across,
After,
Against,
Along,
Amid, }
Amidst, }
Among, }
Amongst, }
Around,
At,
Athwart,
Before,
Behind,
Below,
Beneath,
Beside, }
Besides, }
Between,
Betwixt,
Beyond,
By,
Down,
During,
Except,
For,
From,
In,
Into,
Of,
Off,
On,
Over,
Past,
Through,
Throughout,
To,
Toward, }
Towards, }
Under,
Underneath,
Unto,
Up,
Upon,
With,
Within,
Without,

a. The participles *according*, *concerning*, *excepting*, *regarding*, *respecting*, and *touching*, when followed by objects, are usually called prepositions; as, "I heard the report *concerning him*."

b. Several conjunctions and adverbs are frequently used as prepositions; as, *as*, *near*, *ere*, *till*, *until*, *since*, *round*, &c.; as,

"The boy stood on the burning deck,
Whence all *but him* had fled."

c. *Two* prepositions are frequently employed to perform the office of a single preposition; as, "The thief took the watch *from beneath* my pillow."

d. When the object of the preposition is omitted, the preposition may be treated as an adverb; as, "They rode *by* in haste."

Order of Parsing.

A Preposition, and why?
What relation does it show?
Rule.

Parse all of the *nouns*, *pronouns*, *adjectives*, *verbs*, *adverbs*, and *prepositions* in the following exercises:

Models.

168. We are passing down the current of life.

Down.................A *preposition*—it connects words and shows the relation between them; it shows the relation of the noun *current* to the verb *are passing*.—Rule XX.

Of.....................A *preposition*, &c.; it shows the relation of the noun *life* to the noun *current*.—Rule XX.

Exercises.

1. The steamboat is faced up the stream.
2. We have gone past the boundary.
3. We may expect affliction during our earthly pilgrimage.
4. Much good land lies between two mountains.
5. I have not been in the city since January.
6. It was about the space of three hours after that time.
7. He is not in doubt as to this particular fact.
8. He granted the favor out of good nature.
9. The goods were taken out of the house at night.
10. The parsonage stands over against the church.
11. The letters were written by Charles to a friend.
12. He set his face toward the wilderness.
13. His having relieved many persons in distress, was a source of much satisfaction to him in old age.

14. We cannot avoid being distressed at the misfortunes of our friends.
15. His being idle in summer, has brought a winter of poverty.
16. He spends too much time in playing.
17. The little brook runs with rapidity, past the house, under the fence, into the river.
18. True happiness is an enemy to pomp, and noise.
19. To you this sum is nothing; to me it is everything.
20. Be ashamed of your pride; not proud of your shame.
21. Strive to live in peace with all men.
22. An honest man is believed without an oath; his reputation swears for him.
23. The sun sank below the western horizon, among clouds of darkness.
24. Around and above us, before us and behind us, blazed the fearful artillery of heaven.
25. According to orders they marched from dawn till sunset.
26. From my youth up I have noticed, that, without industry, we cannot hope to succeed.
27. Notwithstanding his great wealth, accumulated during a life of hardships, he died uncared for.
28. We heard the crashing of the pointed rocks through the bottom of the ship.
29. The sun sets beyond the western hills, but the trail of light behind him guides the pilgrim to his distant home.
30. Every husbandman is living in sight of the works of a divine artist.

CHAPTER VIII.

The Conjunction.

SYNOPSIS.

CONJUNCTION. --- CLASSES,	1. Copulative, 2. Disjunctive, 3. Correlative, 4. Combination of words.

Definitions.

169. A CONJUNCTION is a word used to connect words, phrases, and clauses; as, "James *and* Henry learn rapidly, *because* they are diligent;" "He lives at the foot of a hill *and* beside a stream."

a. In the above sentence, *and* connects the words "James and Henry;" *because* connects the clauses "James and Henry learn rapidly," and "they are diligent;" and, *and* connects the phrases, "at the foot of a hill," and "beside a stream."

b. Conjunctions are frequently divided only to introduce sentences; as, "*That* John will come is probable."

Class of Conjunctions.

170. Conjunctions are divided into three classes, *Copulative*, *Disjunctive*, and *Correlative*.

171. A COPULATIVE CONJUNCTION joins on a member which denotes addition, supposition, cause or consequence; as, "Two *and* three are five;" "I will go, *if* you remain;" "You are successful, *because* you are industrious; "Thomas has been idle, *therefore* he cannot recite." The principal copulatives are, *and*, *as*, *because*, *besides*, *even*, *for*, *if*, *that*, *then*, *since*, *so*, *also*, *therefore*, *wherefore*, *consequently*.

172. A Disjunctive Conjunction joins on a member which denotes opposition of meaning; as, "Mary *or* Ellen will come;" "James is industrious, *but* William is idle;" "He shall yet live, *though* he were dead."

The principal disjunctions are, *or*, *nor*, *than*, *though*, *although*, *yet*, *but*, *except*, *lest*, *unless*, *save*, *provided*, *notwithstanding*, *whereas*, *either*, *neither*, *whether*.

173. A Correlative Conjunction is a copulative or disjunctive, used not as a *connective* but to *introduce* the connectives, or to mark with *emphasis* the connection expressed by them; as, "*Both* John and Thomas can recite;" "William will *neither* study nor recite."

The principal correlatives are, *both*, *as*, *so*, *either*, *neither*, *whether*, *yet*.

174. There are certain combinations of words which have the force of conjunctions, and conjunctive adverbs, and may, therefore, be taken together as such.—They are, *as well as*, *for as much as*, *in so much that*, *as soon as*, *as far as*, *as many as*, *but also*, *but likewise*, *not only*, *but that*, *&c.*; as, "John will recite *as soon as* he is prepared.

a. This class of conjunctives is used, like the correlatives, to make the second part emphatic, and, also, to express the idea of some addition.

Order of Parsing.

A Conjunction,	and why?
Copulative, Disjunctive, or Correlative,	" "
Rule.	

Parse all the words in the following exercises:

Models.

175. The moon and stars were shining.

And..................A *conjunction* — it is used to connect words; *copulative*—it connects the words *moon* and *stars*, by denoting *addition*.—Rule XIX.

176. He was poor, but he might have been rich.

But...................A *conjunction* — it is used to connect clauses; *disjunctive*—it unites the subordinate clause, "He might have been rich" to the principal clause, by denoting *opposition* of meaning.

177. Both William and Henry, as well as James, will be permitted to go.

Both..................A *conjunction* — it is used to introduce a sentence; *correlative*—it serves to mark with emphasis the connection made by *and*.

And..................A *conjunction*, &c.

As well as..........A *conjunction* — it is used to connect words; *copulative*—it unites the word James to the words William and Henry, by denoting *addition*.—Rule XIX.

Exercises.

1. The heavens declare the glory of God, and the firmament showeth his handiwork.
2. We must study diligently, or we shall disappoint our parents in their just expectations.
3. The young man took delight in being odd, and in teasing his companions.
4. Having paid the debt, or secured its payment, he was released from durance.

5. My friend gained his fortune, neither by imposition upon his customers, nor by dealing in contraband goods.
6. You go to school that you may acquire an education.
7. My son, be wise, and make my heart glad, that I may answer him that reproacheth me.
8. We need not merely a pair of horses, but a yoke of oxen.
9. The faithful teacher not only advises his pupils to be studious, but also compels them to be so, by severe tasking, and exact recitation.
10. Doing good because you love to do it, is a mark of innate benevolence.
11. Wisdom is the principal thing, therefore get wisdom, and with all thy gettings, get understanding.
12. I could not sell my grain for a good price, so I kept it over.
13. Pride, as well as vanity, is conspicuous in his conduct.
14. You and your sister, as well as several other pupils, have made good progress in your studies.
15. A man both lame and blind, old and decrepit, sits by the wayside.
16. The class being neither studious nor orderly, made but little improvement.
17. Facts may be transmitted by tradition, as well as by history.
18. Unto us was the gospel preached, as well as unto them.
19. Neither editing a paper nor practicing surgery is adapted to a man of timid heart.
20. As far as the east is from the west, so far hath he removed our transgressions from us.
21. My father said that I might go to school, and that he would see to feeding the stock.

22. I hope that I shall recover my health, and that we shall yet see good and prosperous days.
23. We are willing to follow his advice, not only because he is our friend, but because he is acquainted with the whole subject.

CHAPTER IX.

The Interjection.

178. An Interjection is a word used as an exclamation to express emotion; as, "*Oh!* what a fall was there;" "*Ah!* then and there was hurrying to and fro."

List of Interjections.

179. The principal interjections are:

Ah,	Poh,	Welcome,
Alas,	Pugh,	Hail,
Oh,	Fie,	All-hail,
Ha,	Avaunt,	Hush,
O,	Ho,	Hist,
Fudge,	Hallo,	Heighho,
Pish,	Aha,	Heyday,
Tush,	Huzza,	Bravo,
Pshaw,	Hurrah,	Adieu,

a. Other parts of speech may be treated as interjections when used as exclamations; as, *Behold! Off! Away! Strange!*

Order of Parsing.

An Interjection, and why?

Parse all the words in the following sentences.

Model.

180. Oh! make her a grave where the sunbeams rest.

Oh......................An Interjection—it expresses emotion—it has no grammatical connection with the sentence.

Exercises.

1. Ah! then and there was hurrying to and fro.
2. Praise waiteth for thee, O God, in Zion.
3. He died, alas! in early youth.
4. What! warder, ho!
5. Behold! how good and pleasant it is for brethren to dwell together in unity!
6. What! could ye not watch with me one hour!
7. What ho! stranger, whence come you.
8. Oh for a lodge in some vast wilderness.
9. Ah! woe is me.
10. Bravo! he answers like a lad of spirit.
11. Adieu forever, home of my infancy!
12. Enough! you have shown me the fallacy of all human pretensions.
13. Hark! some one comes.
14. Indeed! has he started?
15. Pshaw! the harder I work, the less I seem to succeed.

CHAPTER X.

RULES OF SYNTAX.

RULE I.

The subject of a finite verb must be in the nominative case.

RULE II.

A substantive used as an attribute, must be in the same case as the subject.

RULE III.

Transitive verbs and prepositions govern the objective case.

RULE IV.

A noun or pronoun used to explain or identify another noun or pronoun, is put by apposition in the same case.

RULE V.

A noun or pronoun used to limit another noun or pronoun by denoting possession must be in the possessive case.

REMARK.—A participial noun may be limited by the possessive case; as, "I do not approve of *John's going*."

RULE VI.

A noun or pronoun having no grammatical connection with the rest of the sentence, is in the independent case.

RULE VII.

Relative pronouns must agree with their antecedents in person, gender and number.

RULE VIII.

When the antecedent is a collective noun conveying plurality of idea, the pronoun must be in the plural.

RULE IX.

When a pronoun has two or more antecedents in the singular, connected by *and*, it must be plural.

REMARKS.—1st.—When two or more antecedents, connected by *and*, refer to the same person or thing, they do not require a plural pronoun; as, "This great *philosopher* and *statesman* continued in public life till *his* eighty-second year."

2d.—When two or more antecedents connected by *and*, are preceded by the adjectives *each*, *every*, or *no*, they do not require a plural pronoun; as, "*Every plant* and *every tree* produces others after *its* own kind."

3d.—When two or more antecedents in the singular, connected by *and*, are emphatically distinguished, they do not require a plural pronoun; as, "*Both* the good *man* and the *sinner* shall have *his* reward."

RULE X.

When a pronoun has two or more antecedents in the singular, connected by *or*, or *nor*, it must be singular.

RULE XI.

Verbs must agree with their subjects in person and number.

RULE XII.

When the subject is a collective noun, conveying plurality of idea, the verb must be plural.

RULE XIII.

When a verb has two or more subjects in the singular, connected by *and*, it must be plural.

REMARKS.—1st—When a subject consists of two or more phrases or clauses taken together, the verb must be plural; as, "To be rich, and to be happy, *are* different things"

2nd.—When the subjects denote the same person or thing, the verb must be *singular;* as, "The saint, the father, and the husband *prays*."

3rd.—If the singular subjects are not taken together, the verb must be singular; as, "Mary and not Ellen *attends* school;" "Mary, and Ellen also, *attends* school."

4th.—When *each*, *every*, or *no* are used, the subjects are taken separately, and the verb must be singular; as, "Every man, woman, and child *was* there."

RULE XIV.

When a verb has two or more subjects in the singular, connected by *or*, or *nor*, it must be singular.

RULE XV.

The infinitive mode is governed by the preposition *to*.

RULE XVI.

The subject of the infinitive may be in the objective case.

RULE XVII.

Adjectives limit, or qualify nouns or pronouns.

RULE XVIII.

Adverbs qualify verbs, adjectives and adverbs.

RULE XIX.

Conjunctions connect words, phrases, and clauses.

RULE XX.

Prepositions show the relation of their objects to other words.

CHAPTER XI.

GENERAL PARSING EXERCISES.

Model. (Short form.)

181. The sky was suddenly overcast, and the storm increased with the night.

The..................An *adjective—limiting*—limits the noun sky.—Rule XVII.

Sky..................A *noun*—common—neuter gender, third person, singular number, nominative case—subject of the verb *was overcast*.—Rule I.

Was overcast......A *verb*—regular, active, transitive, passive voice, indicative mode, past tense, third person, singular number, to agree with its subject, *sky*.—Rule XI.

Suddenly............An *adverb*—it qualifies the verb *was overcast*.—Rule XVIII.

And..................A *conjunction—copulative*—it unites the clauses. Rule XIX.

The..................An *adjective*, &c.—Rule XVII.

Storm................A *noun*, &c.—Rule I.

Increased...........A *verb*—regular, active, intransitive, indicative mode, past tense, &c.—Rule X.I

With..................A *preposition* — shows the relation of *night* to *increased*.—Rule. XX.

The..................An *adjective*, &c.—Rule.

Night................A *noun*, &c. —objective case—governed by the preposition *with*.—Rule III.

1. The sight of the wreck gave rise to many dismal anecdotes.

2. As we sailed up the Mersey, my eye dwelt with delight on neat cottages, with their trim shrubberies and green grass-plats.

3. I particularly noticed one young woman, of humble dress but interesting demeanor.

4. The pilgrim, who reaches this valley of tears,
Would fain hurry by; and, with trembling and fears,
He is launched on the wreck-covered river.

5. In the poetical quarter, I found there were poets who had no monuments, and monuments which had no poets.

6. See the beautiful flowers, the attendants of spring.

7. To learn a little well, is better than to attempt to learn much imperfectly.

8. All complain of want of memory; none of want of judgment.

9. Burke wrote a treatise on the sublime and beautiful.

10. We all admire George Washington, the only military chieftain whose soul was uncorrupted by ambition.

11. The ship came safe to land.

12. Avenging and bright fell the swift sword of Erin.

13. He endeavors to prevent our being tossed about by every wind of doctrine.

14. "The good, the brave, the beautiful,
How dreamless is their sleep,
Where rolls the dirge-like music
Of the ever-tossing deep."

15. Neither his head nor his heart is as it ought to be.

16. Either the author or the printer has subjected himself to prosecution.

17. The female world were very busy among themselves for features; one was trucking a lock of grey hairs for a carbuncle; and another was making over a short waist for a pair of round shoulders; but on all these occasions, there was not one of them who did not think the new blemish, as she had got it into her possession, much more disagreeable than the old one.

18. "With woeful measures, wan Despair
Low sullen sounds his grief beguiled;
A solemn, strange, and mingled air;
'Twas sad, by fits; by starts, 'twas wild."

19. That man I have never seen before.

20. He strove to slander whom he led to sin.

21. Whatsoever ye would that men should do to you, do ye even so to them.

22. Therefore leave your forest of beasts for ours of brutes, called men.

23. O, for a lodge in some vast wilderness!

24. Who would fardels bear, to groan and sweat under the burden of a weary life?

25. Noble houses have lain claim to him since his name has become so renowned as to confer, rather than receive, distinction.

26. To suffer the opinion of others to rule our choice or overpower our resolves, is to submit tamely to the lowest and most ignominious slavery.

27. Having become an active friend of the insane, she devotes all her time to their good.

28. Is there no way to bring home a wandering sheep but by worrying him to death?

29. Pshaw? how can you be so foolish?

30. "A crown for the victor! a crown of light!
To be worn with a robe whose spotless white
Makes darkness seem resting on Alpine snows;
And he who cometh his mightiest foes,
That robe and crown shall gain.

31. Rouse ye Romans! rouse ye slaves!

32. Whichever way we turned, destruction threatened us.

33. O Jerusalem, Jerusalem, thou that killest the prophets, and stonest them which are sent unto thee, how often would I have gathered thy children together, even

as a hen gathereth her chickens under her wings, and ye would not!

34. Behold your house is left unto you desolate.

35. Render therefore unto Cæsar, the things which are Cæsar's; and unto God, the things which are God's.

36. If any of you lack wisdom, let him ask of God.

37. The person who called here yesterday, and wanted you to go with him to California, called again this morning, and left his card, with a request that you meet him at the hotel at four o'clock.

38. Was it thou or the dog that opened the door?

39. He that troubled you shall bear his judgment, whosoever he be.

40. Therefore, thou art inexcusable, O man, whosoever thou art that judgest.

41. Also I heard the voice of the Lord saying, "Whom shall I send, and who will go for us?

42. What course have you resolved on pursuing?

43. Which is mine, and which is yours?

44. "Through each gradation, from the castle hall,
The city dome, the villa crowned with shade,
But chief from modest mansions numberless,
In town or hamlet, sheltering middle life,
Down in the cottage vale, and straw-roofed shed,
The western isle hath long been famed for scenes
Where bliss domestic finds a dwelling place:
Domestic bliss, that like a harmless dove,
(Honor and sweet endearment keeping guard,)
Can center in a quiet little nest
All that desire would fly for through the earth,
That can, the world eluding, be itself
A world enjoyed; that wants no witnesses
But its own sharers, and approving Heaven;
That like a flower deep hid in rocky cleft,
Smiles, though 'tis looking only at the sky."

PART II.

CLASSIFICATION OF SENTENCES AND THEIR ELEMENTS.

CHAPTER I.

The Division of Sentences.

Synopsis.

SENTENCE—OFFICE,
- 1. Declarative,
  - 1. Affirmative,
  - 2. Negative.
- 2. Interrogative,
  - 1. Direct,
  - 2. Indirect.
- 3. Imperative,
- 4. Exclamatory.

Definitions.

182. LANGUAGE is the means by which we communicate our thoughts, feelings and desires, by the use of words as the signs of our ideas.

183. A SENTENCE is an assemblage of words containing an entire proposition, so arranged as to assert a *fact*, ask a *question*, express a *command* or *entreaty*, or contain an *exclamation*. Sentences are, therefore, divided according to their OFFICE, into four classes:

1—DECLARATIVE.
2—INTERROGATIVE.
3—IMPERATIVE.
4—EXCLAMATORY.

184. A Declarative Sentence is used to express an *affirmation* or *negation;* as, "John recites grammar;" "James cannot recite grammar."

185. An Interrogative Sentence is used to *ask* a *question;* as, "Does John recite grammar?" "Cannot James recite grammar?"

a. A sentence may contain an *indirect* interrogative; as, "I do not know *who was there.*"

186. An Imperative Sentence is used for *commanding, exhorting, entreating* or *permitting;* as, "John, recite your grammar;" "Cease to do evil;" "Go in peace."

187. An Exclamatory Sentence is used to express *surprise, astonishment, admiration,* or other *emotion* or *strong feeling;* as, "How mysterious are the ways of Providence!" "What a beautiful flower I have found!"

Give the office of each of the sentences in the following exercises:

Model.

188. Do you expect to excel in your studies without diligence?

A *Sentence,*—It contains an entire proposition.
Interrogative,—It asks a question.

Exercises.

1. Lovely art thou, oh Peace!
2. Listen attentively to the instructions of your teachers.
3. A good scholar is known by his diligence.
4. Oh, how glad I am to see you!
5. Can no source of confidence be named.
6. How brightly the sun shines!
7. Shall mortal man be more just than God?
8. John preached repentance.

9. Tremendous torrent! for a moment hush thy voice!
10. Go to the well for a bucket of water.
11. Can you tell what he said.
12. Recitations could not be omitted.
13. I do not know which book he has read.
14. Be merciful to the poor of your neighborhood.
15. Vicious boys are troublesome neighbors.
16. Alas, poor Yorick!—Alas for the man who has not learned to work!
17. Obey my request immediately.
18. O Freedom! thou art not as poets dream, a fair young girl.
19. Attend to the duties I have assigned you.
20. Are there not seasons of spring in the moral world? and is not the present age one of them.
21. How dear to this heart are the scenes of my childhood.
22. Who can look at the muscles of the hand, and doubt that man was made to work?
23. All hail, thou noble land, our fathers' native soil!
24. Are the palaces of kings to be regarded with more interest than the humbler roofs that shelter millions of human beings?
25. What! kill thy friend who lent thee money, for asking thee for it?
26. A gaudy verbosity is always eloquence in the opinion of him that writes it; but what is the effect on the reader?
27. Is the celestial fire which glowed in their hearts forever quenched, and nought but ashes left to mingle with the earth, and be blown around the world?

CHAPTER II.

The Elements of Sentences---Principal.

Synopsis.

- **SENTENCE.** — PRINCIPAL ELEMENTS,
  - 1. SUBJECT.—Substantive.
    - 1. A Noun,
    - 2. A Pronoun,
    - 3. A Phrase,
    - 4. A Clause.
  - 2. PREDICATE.
    - 1. A Verb,
    - 2. A Verb and Adjective,
    - 3. A Verb and Substantive.
  - 3. OBJECT.—Substantive.
    - 1. A Noun,
    - 2. A Pronoun,
    - 3. A Phrase,
    - 4. A Clause,

Definitions.

THE ELEMENTS OF SENTENCES.

189. The parts which enter into the construction of sentences are called their *Elements*. They are words, phrases, and clauses.

a. Every member of a proposition containing a subject and predicate is called a *clause.*

190. There are five distinct classes of elements, distinguished as Principal and Subordinate.

PRINCIPAL ELEMENTS.

191. The PRINCIPAL ELEMENTS of a sentence are those necessary to its construction.

In a sentence containing a transitive verb in the *active voice*, they are the *Subject*, *Predicate*, and *Object*.

In a sentence containing an *intransitive* or *neuter* verb, or a transitive verb in the *passive voice*, they are the *Subject* and *Predicate*.

192. The SUBJECT of a sentence is that which is chiefly spoken of; and, therefore, forms the basis of the proposition; as, "*John* studies;" "*He* improves;" "*To study diligently* is John's duty;" "*That John should study diligently*, is evident."

a. The subject of a sentence is always a *substantive*. (See Sec. 10, Note *e*.)

193. The PREDICATE of a proposition is that which is attributed to, or affirmed of the subject. It may predicate:

1st.—*Existence;* as. "The corn *is* in the field."
2d.—*Action;* as, "The corn *grows* in the field."
3d.—A *Quality* belonging to the subject; as, "The corn is *green*."
4th.—A *Substantive Attribute* of the suhject; as, "Corn is a *vegetable*."

Hence, the Predicate may be:

1.—A *Verb* alone.
2.—A *Verb* and an *Adjective*.
3.—A *Verb* and a *Substantive*.

194. Every predicate consists of two parts;—a *Copula* and an *Attribute*. When the predicate is a *verb* alone, it contains both the copula and attribute. When it is a *verb* and an *adjective*, or *substantive*, the *verb* is the copula, and the *adjective* or *substantive* is the attribute, as in the examples in Sec. 193.

195. When an adjective or a substantive is used with the copula to form the predicate, the copula must be a neuter verb or the passive form of a transitive verb. Hence, substantives following neuter and passive verbs belong to the predicate; as, "This mound *remains* an imperishable *monument* of an extinct race;" "John *was elected secretary*."

196. The OBJECTIVE ELEMENT is a substantive upon which the action asserted in the predicate terminates; as, "John studies *grammar*;" "John loves *to study grammar*;" "I know *that John studies grammar*."

197. Some sentences contain double objects:—*Primary* and *Secondary*. They usually follow the verbs, call, choose, appoint, assure, elect, dub, create, constitute, proclaim, make, and name; as, "They chose *John Secretary*;" "They made *William* a *mason*."

a. John and William are *primary*, and secretary and mason are *secondary* objects.

b. The secondary object may be a *clause*; as, "He assured us *that Charles was in the City*."

Remarks on Principal Elements.

1st. The Principal Elements of a sentence are both Logical and Grammatical.

2d. The Logical subject includes the Grammatical subject and its modifiers; as, "The men of pure heart shall see God."

a. In this example, *men* is the grammatical subject because it is that which is chiefly spoken of, and is also the *direct* subject of the verb *shall see*. *The men of pure heart,* is the logical subject because it includes the entire subject of affirmation.

3d. The Logical Predicate includes the grammatical predicate and all that modifies, or depends upon it; as, "The rain fell very rapidly in the morning;" "Each member performed his part willingly."

a. In the first example *fell* is the *grammatical* predicate, because it is that which is *directly* affirmed of the subject. It is modified by *rapidly*, and *in the morning*—hence, *fell rapidly in the morning*, is the *logical* predicate.

In the second, *performed* is the *grammatical* predicate, and, *performed his part willingly*, is the *logical* predicate.

4th. The Logical Object includes the grammatical object and its modifiers; as, "Age increases *the desire of living*."

a. Desire is the *grammatical* object, and, *the desire of living*, is the *logical* object.

5th. When the principal elements have no modifiers, they are both grammatical and logical; as, "*John walks;*" "Children love *fruit*."

6th. The Grammatical Subject, Predicate, or Object may be *simple*, *complex*, or *compound*.

7th. A simple grammatical element is a single word, phrase or clause; as, "*John studies grammar;*" "*To study grammar* is useful;" "I believe *that John studies grammar*."

8th. A complex grammatical element is a verbal noun with its modifiers, or a phrase or clause, in either case so modified by other words, phrases or clauses, as to form an inseperable complex idea; as, "*Talking of one's own abilities*, is evidence of conceitedness;" "Jane wishes *to go to school;*" "I know *that John is diligent when he is at school*."

9th. A compound grammatical element is two or more words, phrases, or clauses, united by conjunctions expressed or understood, to form a subject, predicate, or object; as, "*John* and *James study* and *recite geography* and *grammar*;" "*To love God*, and *to do good*, are the leading purposes of every Christain;" "He told *what he saw*, and *what he heard*."

Give the Office, and Principal Elements, of the sentences in the following exercises.

Models.

198. The Greeks took Troy.

A sentence.........It contains an entire proposition.
Declarative.........It expresses an affirmation.

PRIN. ELEMENTS.

Subject...............The word *Greeks*—it is the basis of the proposition.
Predicate...........The verb *took*—it is that which is directly affirmed of the subject.
Object................*Troy*—it is the word upon which the action asserted by the predicate terminates.

199. Whom did you see?

A *sentence*..........It contains &c.
Interrogative.......It asks a question.

PRIN. ELEMENTS.

Subject...............The word *you*—it is the basis of the proposition.
Predicate...........The verb *did see*—it is &c.
Object................*Whom*—it is the word &c.

200. They appointed him manager.

A sentence..........It contains &c.
Declarative.........It expresses &c.

PRIN. ELEMENTS.

Subject..............The word *they* &c.
Predicate...........The verb *appointed* &c.
Object...............The words *him* and *manager*—a double object upon which the action asserted by the predicate terminates. *Primary*, him; *secondary*, manager, denoting *whom* and *what* they appointed.

201. To deceive children is very wrong.

A sentence..........Why?
Declarative........ "

PRIN. ELEMENTS.

Subject..............The phrase *to deceive children*—it is the basis of the proposition.
Predicate...........The verb *is*, and the adjective *wrong*—it is that which is directly affirmed of the subject; *copula* is; *attribute* wrong; denoting a quality attributed to the subject.

202. John loves to study grammar.

A sentence..........Why?
Declarative........ "

PRIN. ELEMENTS.

Subject..............The word *John* &c.
Predicate...........The word *loves* &c.
Object...............The phrase *to study grammar*, upon which the action asserted by the predicate terminates.

203. That man is mortal is a self-evident truth.

A sentence..........Why?
Declarative........ "

PRIN. ELEMENTS.

Subject..............The clause, *that man is mortal*—it is the basis of the entire proposition.
Predicate...........The verb *is*, and the noun *truth* — it is that which is directly affirmed of the subject—*copula* is; *attribute* truth; denoting *what* the subject is.

Exercises.

1. Paul, the apostle, was a martyr.
2. The Indian warriors of America are called braves.
3. Do you believe those absurd stories?
4. From whence comest thou?
5. The youth of the present day are slaves to novelty.
6. Who gave the book to Jane?
7. To whom did you give the pencil?
8. Oh, see what a handsome knife!
9. The city of Mexico is beautifully situated.
10. The mountains lift their heads above the clouds.
11. Be faithful to the confidence reposed in you.
12. Scott, the novelist, was very industrious.
13. There are much sin and misery in the world.
14. The young spendthrift was born rich.
15. The king might have been crowned emperor.
16. Is that horse a Canadian pony?
17. His brother still remains chief clerk.
18. To swear profanely is wicked.
19. To visit our friends is pleasant.
20. The captive is to be released.
21. That you may succeed in your undertaking, is my sincere desire.
22. When letters were first used is not known with certainty.
23. That no man is justified in the sight of God, by the law, is evident.
24. But Brutus says he was ambitious.
25. A rapid torrent rolled its way through a chasm of cliffs several hundred feet high.
26. The soldier dashed down a less precipitous part of the banks.

27. In the most energetic and highly-wrought things Webster ever uttered, there was a quiet tone of moderation.

28. The ocean, the mountains, the clouds, the heavens, the stars, the rising and setting sun, all overflow with beauty.

29. Nature has given all men some conceptions of immortality.

30. The Almighty sustains and conducts the universe.

31. To calculate shrewdly is different from meditating wisely.

CHAPTER III.

The Elements of Sentences---Subordinate.

Synopsis.

NOTE.—For synopsis of principal elements, see Chapter II.

SENTENCE.

- 2. SUBORDINATE ELEMENTS
  - 1. Office.
    - 1. Adjective.
      - 1. Adjectives.
      - 2. Participles,
      - 3. Words in Apposition,
      - 4. Words in Poss. Case,
      - 5. Phrases,
      - 6. Clauses.
    - 2. Adverbial.
      - 1. Adverbs,
      - 2. Phrases,
      - 3. Clauses,
  - 2. Structure.
    - 1. Simple,
      - 1. Single Words,
      - 2. Single Phrases,
      - 3. Single Clauses.
    - 2. Complex,
      - 1 A word & its modifie
      - 2 A phrase mod. by ph'se,
      - 3 A clause mod. by clause
    - 3. Compound.
      - 1 Words united by Conj's.
      - 2 Phrases " " "
      - 3 Clauses " " "
- 3. ATTENDANT ELEMENTS.
  - 1. Words used for Address,
  - 2. Words used for Exclamation,
  - 3. Words used for Transposition,
  - 4. Words used for Emphasis,
  - 5. Words used for Euphony.

Definitions.

Subordinate Elements.

204. The SUBORDINATE ELEMPNTS of a sentence are words, phrases and clauses, used to limit or modify the meaning of other elements. They are distinguished as *Adjective* and *Adverbial.*

205. ADJECTIVE ELEMENTS are used to modify substantives by numbering, limiting, describing, or denoting a quality belonging to them; as, "*The punctual* scholars *of this school, that study diligently*, succeed well."

a. The *words*, the, and punctual, the *phrase*, of this school, and the *clause*, that study diligently, are adjective elements used to modify the noun scholars.

b. Adjective elements are of six kinds; 1st, *Adjectives;* 2d, *Participles;* 3d, Nouns or Pronouns in *Apposition;* 4th, Nouns or Pronouns in the *Possessive Case;* 5th, *Phrases;* 6th, *Clauses.*

206. ADVERBIAL ELEMENTS are used to modify *verbs*, *adjectives* and *adverbs*, by denoting order, direction, place, time, manner, degree, cause, condition, quantity, limitation, comparison, affirmation, negation, and interrogation, as, "Scholars improve *rapidly in their studies, when they are diligent.*"

a. The word, *rapidly*, the phrase, *in their studies*, and the clause, *when they are diligent*, are adverbial elements, used to modify the verb *improved*, by denoting *manner*, *place* and *time.*

b. Adverbial elements are of three kinds: 1st, *Adverbs;* 2d, *Phrases;* 3d, *Clauses.*

207. Subordinate elements are divided, according to STRUCTURE, into three classes:

1.—SIMPLE.
2.—COMPLEX.
3.—COMPOUND.

208. A Simple Subordinate Element is a *single* word, phrase, or clause, used as a modifier; as, "John improves *rapidly in his studies when he is industrious.*"

a. The *word*, rapidly, the *phrase*, in his studies, and the *clause*, when he is industrious, is each a *simple* adverbial element, modifying the verb improves.

209. A Complex Subordinate Element is composed of direct and indirect modifiers, of which the direct modifier forms the basis of the element. It may be:

1st. A *word* with its *modifiers;* as, "John saw a bird *flying over the house.*"

2d. It may be a *complex phrase;* as, "We ask blessings *in the name of the great Mediator.*"

3d. It may be an *auxiliary clause*, some element of which is modified by another dependent clause; as, "John is a scholar *that always studies, when he attends school.*"

a. Flying over the house is a complex *adjective* modifier of the noun *bird*, of which the *word*, flying, is the *direct* modifier or *basis* modified by the phrase *over the house*, a simple *adverbial* element, denoting *direction.*

b. In the name of the great Mediator, is a complex *adverbial* modifier of the verb *ask*, denoting *how* we ask blessings. The phrase, *in the name*, is the *direct* modifier or *basis*, modified by the phrase, *of the great Mediator*, a simple *adjective* modifier, denoting *what* name.

c. That always studies when he attends school is a complex *adjective* modifier of the noun *boy*, of which the *clause*, that always studies, is the *direct* modifier or *basis*, modified by the *clause*, when he attends school, a simple *adverbial* element, denoting the *time* when the boy studies.

210. A Compound Subordinate Element consists of two or more words, phrases, or sentences, independent of each other, but united by a conjunction expressed or understood; as, "The *diligent and patient* scholar will

succeed;" "Her desire *to hear, to see, and to be seen* was gratified;" "The youth *who is industrious, and who avoids evil habits*, will attain eminence."

a. In the *first* example two distinct qualities are required to describe the noun *scholar;* in the *second*, three infinitives are used to denote the kind of *desire*; in the *third*, two clauses are required to describe the *boy;* and although in each example they attribute distinct and independent qualities, being taken together, they are compound.

ATTENDANT ELEMENTS.

211. ATTENDANT ELEMENTS are words that do not enter into the grammatical construction of the sentences to which they belong, but are used: —

1st.—To denote the name of the person addressed; as, "*John*, bring me a book." This class includes all nouns and pronouns in the independent case.

2d.—To denote emotion; as, "*Oh, what folly!*" This class includes interjections and broken exclamations.

3d.—To change the position of the principal elements; as, "*There* are boys in this room."

4th.—For the sake of emphasis; as, "The man *himself* could not do it;" "*Both* Jane and Susan went to the city."

5th.—To preserve the rhythm in poetry, as, "His teeth *they* chatter, *chatter* still."

212. Give the Office and Elements of the sentences in the following exercises:

Models.

213. A virtuous man loves good men.

A sentence..........Why? (See models, Sec 198 &c.)
Declarative........ "

PRIN. ELEMENTS.

Subject...............Why?
Predicate............ "
Object................ "

SUB. ELEMENTS.

A and *virtuous*....Simple adjective modifiers of the *subject;* the *first* denoting *one*, and the second the *kind* of man.
Good...................A simple adjective modifier of the *object*, denoting the *kind* of men.

214. George, returning from school, very carelessly lost his grammar.

A *sentence*..........Why?
Declarative........ "

PRIN. ELEMENTS.

Subject...............Why?
Predicate...........: "
Object................ "

SUB. ELEMENTS.

Returning from school. } A complex adjective modifier, describing an act of the *subject;* basis, *returning*, modified by the phrase *from school*, denoting *place*.
Very carelessly....A complex adverbial modifier of the *predicate*, denoting *manner;* basis, *carelessly*, modified by the word *very*, a simple adverbial modifier, denoting *degree*.
His....................A simple adjective modifier of the *object*, denoting *whose* grammar.

215. George, be obedient to the commands of your parents.

A sentence..........Why?
Imperative......... "

PRIN. ELEMENTS.

Subject..............Why?
Predicate........... "

SUB. ELEMENTS.

To the commands of your parents. } A complex adverbial modifier of the *attribute*, denoting manner; basis, the phrase, *to the commands*, modified by the phrase, *of your parents*, a simple adjective modifier, denoting *whose* commands.

ATTEND. ELEMENT.

George..............It denotes the name of the person addressed.

216. John is a scholar who studies diligently when he attends school.

A sentence..........Why?
Declarative......... "

PRIN. ELEMENTS.

Subject..............John—Why?
Predicate...........Is scholar—Why?

SUB. ELEMENTS.

A......................A simple adjective modifier of the *attribute*, denoting *one* scholar.

Who studies diligently when he attends school. } A complex adjective modifier of the *attribute*, denoting the kind of scholar; basis, the clause, *who studies diligently*, modified by the clause, *when he attends school*, a simple adverbial modifier denoting *time*.

217. Will the diligent and faithful scholar improve?

A sentence..........Why?
Interrogative...... "

PRIN. ELEMENTS.

Subject............Why?
Predicate.........   "

SUB. ELEMENTS.

The..................A simple adjective modifier of the *subject*, denoting *what* scholar.

Diligent and faithful............ } A compound adjective modifier of the *subject*, taken together to denote the *kind* of scholar.

218. Her desire to hear, to see, and to be seen, was gratified.

A sentence.........Why?
Declarative........   "

PRIN. ELEMENTS.

Subject..............Why?
Predicate..........   "

SUB. ELEMENTS.

Her.................A simple adjective modifier of the *subject*, denoting *whose* desire.

To hear, to see, and to be seen. } A compound adjective modifier of the *subject*, taken togethor to denote the *kind* of desire.

219. The boy who is industrious, and who avoids evil habits, will attain eminence.

A sentence.........Why?
Declarative.........   "

PRIN. ELEMENTS.

Subject...............Boy—Why ?
Predicate...........Will attain—Why ?
Object...............Eminence,   "

SUB. ELEMENTS.

The..................A simple adjective modifier, &c.

Who is industrious, and who avoids evil habits } A compound adjective modifier of the *subject*, taken together to denote the *kind* of boy who will attain eminence.

Exercises.

1. Each flying soldier sought some secure hiding-place.
2. This excellent little boy always respects all other good boys.
3. Large deep rivers float many long heavy rafts.
4. She is continually changing her mind.
5. John usually recites exceedingly well.
6. Very many subsequent voyages were made.
7. John, the Baptist, was the harbinger of Christ.
8. Moses, the Jewish lawgiver, was a meek man.
9. Bonaparte, the dethroned Emperor, died in exile.
10. William, did you call James a dunce?
11. Charles, will you lend me your knife?
12. There is a stranger at the front door.
13. Luther, the German reformer, was a monk of the order of St. Augustine.
14. A king ruling with prudence may be popular.
15. A man who is industrious will prosper.
16. The landlord returned to the room blustering pompously.
17. The gentleman lives in the State of Ohio.
18. The line of the lot extends to the water's edge.
19. He has been afflicted with intense pain in the side.
20. The young man was unworthy of the gentle lady's gift.
22. I have often seen the gentleman working in his garden.
23. You may share the apples with the rest of the children.
24. The enemy having retreated to the woods, awaited our approach.

25. He will be in New York during the month of September.

26. The person who plants trees loves posterity.

27. Paul, the Apostle to the Gentiles, was a native of Tarsus.

28. This is the man whom we met, as we rode to the City.

29. This is the cat that caught the rat, that ate the malt, that lay in the house that Jack built.

30. Wilt thou not consider the ways of the ant, O sluggard.

31. Henry came to the City to engage in some business.

32. The tutor has been appointed a professor in the University.

33. The man whom we saw has ridden into the country.

34. Is this the tree which produces no fruit?

35. Man is fearfully and wonderfully made.

36. God by whose kindness we live, and whom we worship, and who created all things, is eternal.

37. George is a good, faithful, and generous boy.

38. Every scholar should endeavor to study diligently, and recite correctly.

9. A boy who studies faithfully when he is in school will improve.

40. Death always comes suddenly to all who are unprepared.

CHAPTER IV.

The Structure of Sentences.

Synopsis.

- SENTENCE.
  - STRUCTURE.
    - 1. SIMPLE.—Prin. Ele.
      - 1. Single words,
      - 2. Two or more words,
      - 3. Single phrases,
      - 4. Two or more phrases,
      - 5. Verbal noun and modifiers,
      - 6. Object and dep. infinitive.
    - 2. COMPLEX.—Prin. Ele.
      - 1 Clause for the subject,
      - 2 Clause in the predicate,
      - 3 Clause for the object.
    - 3. COMPOUND.
      - 1 Clauses united by Conjunctions,
      - 2 Clauses united by Conjunctive Adverbs,
      - 3 Clauses united by Definite Rel. Pronouns.

Definitions.

220. Sentences are divided according to their STRUCTURE, into three classes.

1—SIMPLE.
2—COMPLEX.
3—COMPOUND.

Simple Sentences.

221. A Simple Sentence is a single proposition, of which there are several forms, according to the construction of its Principal Elements.

a. The principal elements of a simple sentence may be *simple*, *complex*, or *compound;* but it never contains more than *one entire* proposition. (See Remarks on Prin. Elements, Chapter II.)

222. 1st. A *Simple Sentence* may contain a *single word* for either of its principal elements; as, "The *boys study grammar;*" "The *rain falls* upon the grass."

a. The above examples are single propositions. They are, therefore, simple sentences. Their principal elements are single words; therefore they, also, are simple.

223. 2nd. A Simple Sentence may contain *two* or *more* words united by a conjunction to form the *subject*, *predicate*, or *object;* as, "John and James *study* grammar;" "John *studies* and *recites* grammar;" "John studies *grammar* and *arithmetic*."

a. Each of the above examples is a simple sentence, because they are single propositions, But the *first* has a compound *subject;* the *second* a compound *predicate;* and the *third* a compound *object.*

b. All of the elements of a simple sentence may be compound; as, "*John* and *James study* and *recite grammar* and *arithmetic*."

224. 3rd. A *Simple Sentence* may contain a predicate formed by connecting two or more *attributes* to the subject by *one copula;* as, "Henry *was careless, thoughtless*, and *inattentive;*" "Charles *is* an industrious *boy* and good *scholar*."

a. In the first example, the attributes, *careless*, *thoughtless*, and *inattentive*, with the copula, *was*, form the predicate. In the second example, the attributes, *boy* and *scholar*, with the copula, *is*, form the predicate.

225. 4th. A *Simple Sentence* may contain a *phrase* for its *subject* or *object*, or as an *attribute*, to form the predicate; as, "*To prepare for recitation* is the duty of every scholar;" "The scholar should love *to prepare for recitation*;" "The scholar is *to prepare for recitation*."

a. In the first sentence, the phrase, *to prepare for recitation*, is the *subject;* in the second, it is the *object;* in the third, with the copula, *is*, it forms the predicate.

b. The Subject Infinitive is sometimes placed *after* the predicate. In such cases it is represented by the pronoun, *it;* as, "*It* is pleasant *to visit our friends*." That is, "*To visit our friends* is pleasant." When the subject is restored to its position, the pronoun disappears from the sentence. It is, therefore, merely an attendant element. (See Sec. 211.)

226. 5th. A *Simple Sentence* may contain two or more *phrases* united by a conjunction to form either of its principal elements; as, "*To attend school regularly*, and *to study diligently* are duties of every scholar."

a. Compound phrases may be used in the same manner to form the predicate, and for the objective element.

227. 6th. A *Simple Sentence* may have a verbal *noun*, with its *modifiers*, for a *subject*, *object*, or in the *predicate;* as, "*The plowing of the wicked* is sin.

a. In this example, it is not simply *plowing* that is sin, but the complex substantive idea expressed by the participle and its modifiers.

228. 7th. A *Simple Sentence* may contain a noun or pronoun in the objective case, followed by an infini-

tive, depending upon it; as, "I believe *him to be an honest man;*" "He commanded the *horse to be saddled.*"

a. The pronoun *him* and the noun *horse* are not objects *alone*, neither are the infinitives following them; but *both* are required to express the substantive idea.

b. The noun or pronoun, with its infinitives, in all such constructions, is equivalent to an objective clause; as, "I believe *that he is an honest man;*" "He commanded *that the horse should be saddled.*"

Complex Sentences.

229. A COMPLEX SENTENCE may contain an auxiliary clause as its *subject* or *object*, or as an *attribute*, in the predicate; as, "*That the scholar should prepare for recitation*, is evident;" "You know, *that the scholar should prepare for recitation;*" "My desire is, *that the scholar should prepare for recitation.*"

a. In these examples the clause in italics is used in the relation of subject, object and attribute. The sentences are, therefore, complex.

Compound Sentences.

230. A COMPOUND SENTENCE contains two or more entire propositions, either simple or complex, connected by conjunctions, conjunctive adverbs, or relative pronouns; as, "John and James will improve *if* they study diligently;" "John and James will improve *when* they study diligently;" "John is a *boy* who studies diligently."

a. Every member of a complex or compound sentence, containing a subject and predicate, is called a *clause*.

b: Some sentences contain *elliptical* clauses, the omitted words of which must be restored before they can be analyzed; as, "He lost his health, *a result to be deplored.*" That is, "*Which was* a result to be deplored."

Give the Office, Structure and Principal Elements of the sentences in the following exercises:

Models.

REMARK. — The Subordinate Elements may be omitted until phrases have been defined.

231. Did you see the beautiful rainbow?

A sentence..........Why?
Declarative......... "
Simple...... ....It is a single proposition.

PRIN. ELEMENTS.

Subject...............The word *you*—it is the basis of the proposition.
Predicate............The verb, *did see*—it is that which is directly affirmed of the subject.
Object................*Rainbow*—the word upon which the action affirmed by the predicate terminates.

232. Abraham, Isaac, and Jacob, were Jewish patriarchs.

A sentence..........Why?
Declarative .... "
Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject...............The words *Abraham*, *Isaac*, and *Jacob*,—they form the basis of the proposition.
Predicate............The verb *were*, and the noun *patriarchs*—it is that which is directly affirmed of the *subject*; parts—*copula*, were, *attribute*, patriarchs—denoting the name of an office attributed to the subjects.

233. The wild birds shrieked, and fluttered on the ground.

A sentence..........Why?
Declarative......... "
Simple............... "

PRIN. ELEMENTS.

Subject...............Why?
Predicate...........The verbs *shrieked* and *fluttered*—they denote the acts directly affirmed of the subject.

234. Peter was industrious, frugal and intelligent.

A sentence..........Why?
Declarative......... "
Simple............... "

PRIN. ELEMENTS.

Subject...............Why?
Predicate...........The verb *is*, and the adjectives *industrious*, *frugal* and *intelligent;* it is that which is directly affirmed of the subject; parts—*copula*, is; *attributes*, industrious. frugal, and intelligent—denoting qualities attributed to the subject.

235. To be contented is to be happy.

A sentence..........Why?
Declarative......... "
Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject...............The phrase, *to be contented*—it is the basis of the proposition.
Predicate.............The verb, *is*, and the phrase, *to be happy*—it is that which is directly affirmed of the subject; parts—*copula*, is; *attribute*, to be happy—denoting the name of a condition attributed to the subject.

236. Resisting temptation is the conflict of life.

A sentence..........Why?
Declarative......... "
Simple............... "

PRIN. ELEMENTS.

Subject...............The phrase, *resisting temptation*—it is the basis of the proposition.
Predicate............Why?

237. Do you believe him to be an honest man?

A sentence..........Why?
Interrogative....... "
Simple................ "

PRIN. ELEMENTS.

Subject................ "
Predicate............ "
Object.................The word, *him*, with its dependent infinitive, *to be an honest man*—denoting *what* you believe.

238. That scholars should prepare for recitations, is evident.

A Sentence..........Why?
Declarative......... "
Complex............It contains a *clause* for its subject.

PRIN. ELEMENTS.

Subject................The clause, *that scholars should prepare for recitation*—it is the basis of the proposition.
Predicate............The verb *is*, and the adjective, *evident*—Why?

239. I think that James is an industrious boy.

A Sentence..........Why?
Declarative......... "
Complex............It contains a *clause* for its objective element.

PRIN. ELEMENTS.

Subject..............I—why?
Predicate...........Think—why?
Object...............*That James is an industrious boy*—the clause upon which the action asserted in the predicate terminates.

240. John and James improve, when they study diligently.

A Sentence.........Why?
Compound..........It contains two entire clauses united by the conjunctive adverb, *when.*
1st Clause..........John and James will improve.
Simple..............It is a single proposition.

PRIN. ELEMENTS.

Subjects.............John and James—why?
Predicate...........Will improve— "
2d Clause...........When they study diligently.
Simple..............It is a single proposition.

PRIN. ELEMENTS.

Subject..............They—why?
Predicate...........Study— "

Exercises.

1. The calm shade shall bring a kindred calm.
2. He had a good mind, a sound judgment, and a vivid imagination.
3. The first and great object of education is mental discipline.
4. Beauty is an all-pervading presence.
5. Simplicity of life and manners produce tranquility of mind.
6. Human affairs are in continual motion and fluctuation.

7. The earth-clod of the globe has been divinely breathed upon.
8. Sensitiveness to the approbation of virtuous men is laudable.
9. "Know thyself," is a useful and comprehensive precept.
10. He who masters his passions, conquers his greatest enemies.
11. His advice, that we should remain until autumn, was not regarded.
12. This life is but a vapor, and eternity is our home.
13. For you to cheat your school fellows, is very disgraceful.
14. The person who had been invited came.
15. The flowers that bloomed have faded.
16. The gentleman's sons are to be educated.
17. That distinguished statesman was not born a lord.
18. They repaired to a thick grove, that they might find shelter.
19. Worship the Lord, our Maker, for he is our God.
20. Diligence, industry, and a proper improvement of time are duties of the young.
21. We know that we must die.
22. William learns to read very rapidly.
23. Law and order are forgotten.
24. When the storm ceased he returned.
25. He came, because he was invited.
26. Liberty and union promote peace and safety.
27. We have heard of ghosts, but have not seen them.
28. We expect him to return soon.
29. That he will return soon is to be expected.
30. I expect that he will return soon.
31. The wonder is, that he should succeed at all.

32. Difficulties surrounded and discouraged them.
33. Why it should be so, is not explained.
34. The waves swell, and foam, and dash upon the rocks.
35. God commands us to repent.
36. He is a poet, philosopher, and statesman.
37. We naturally desire evil to be removed.
38. He confesses that he is guilty.
39. Some men engage in labors in which they afterwards take no delight.
40. If you know that your object is good, then without hesitation seek it.
41. Though truth is fearless and absolute, yet she is meek and modest.
42. Harbor no malice in thy heart, it will be a viper in thy bosom.
43. Be on thy guard against flattery; it is an insidious poison.
44. Reading is but an instrument; education is to teach its best use.
45. When we shall die, and how we shall die, are concealed from us.

CHAPTER V.

The Relation of Sentences to Each Other.

Synopsis.

SENTENCES—RELATION.
- 1 INDEPENDENT,
  - 1. A Single Proposition,
  - 2. Leading Clauses in a Compound Sentence,
- 2, DEPENDENT,
- 3. AUXILIARY.
  - 1. Substantive,
  - 2. Adjective,
  - 3. Adverbial,

Definitions.

241. Sentences are divided according to their RELATION TO EACH OTHER, into three classes:

1.—INDEPENDENT.
2.—DEPENDENT.
3.—AUXILIARY.

242. An INDEPENDENT SENTENCE is either a single proposition, or it is the leading clause in a compound sentence; as, "John studies grammar;" "*John will learn grammar* if he studies diligently."

a. The first sentence is independent, because it is a single proposition. The first clause of the second sentence is independent, because it is the leading, or principal proposition, making complete sense without the subordinate clause.

b. Compound Sentences may consist of two or more independent clauses; as, "John goes to school, Thomas attends to the mill, and George works on the farm." Each of these clauses asserts an independent proposition. They are united only to continue the discourse.

243. A DEPENDENT SENTENCE is a subordinate proposition, used to continue a discourse, and depending upon a leading clause for its meaning; but not used as an element in its construction or direct modification; as, "The young lady is very handsome, and *she has the misfortune to know it.*"

244. An AUXILIARY SENTENCE is a subordinate proposition used as an element in the construction of a complex or compound sentence, in the relation of a Substantive, Adjective, or Adverbial element. Auxiliary sentences are, therefore, distinguished as:

1.—SUBSTANTIVE.
2.—ADJECTIVE.
3.—ADVERBIAL.

245. An Auxiliary Sentence is a SUBSTANTIVE element when it is used as the *subject* or *object*, or with the copula to form the *predicate* of a complex proposition; as, "*That some scholars are too fond of play*, is manifest;" "You know *that some scholars are too fond of play;*" "The truth is, *that some scholars are too fond of play.*"

a. In each of these examples, the clause, "*That some scholars are too fond of play*," is used as a substantive. In the first it is the *subject*, in the second, the *object;* and in the third, the *attribute* of the proposition.

246. An Auxiliary Sentence is an ADJECTIVE element, when it is used in the construction of a compound proposition to modify a *Substantive;* as, "The scholars *that study* will improve."

a. The clause, *that study*, specifies the *scholars* who will improve; hence it is an adjective element.

247. An Auxiliary Sentence is an ADJECTIVE element, when used in the construction of a compound sentence to modify a *verb*, *adjective*, or an *adverb*; as, "Scholars will improve *when they are diligent*."

a. The auxiliary clause, *when they are diligent*, modifies the verb *will improve*, by denoting time; hence, it is an adverbial element.

Remarks.

1st. Sentences may be further subdivided, according to the class of *verbs forming their predicates*, into three classes:

1.—TRANSITIVE.
2.—INTRANSITIVE.
3.—MIXED.

2d. A TRANSITIVE SENTENCE is one in which the action asserted in the predicate terminates on an object, or objects; as, "John recites *grammar*;" "John recites *grammar* and *arithmetic*;" "I know, *that John recites grammar* and *arithmetic*."

a. In the first example, the action asserted in the predicate, *recites*, terminates on the object, *grammar*; in the second, on the objects, *grammar* and *arithmetic*;" in the third, the action asserted in the predicate, *know*, terminates on the clause, "*That John studies grammar* and *arithmetic*." Hence, the sentences are transitive.

3d. An INTRANSITIVE SENTENCE is one in which the predicate is an intransitive verb, or the passive form of a transitive verb, and, consequently, has no objective element; as, "Flowers *grow* in the gardens; The flowers *are seen* in the gardens."

4th. A MIXED SENTENCE is one which contains one or more *transitive*, and one or more *intransitive* predicates; as, "Some *lay* down and *hid* their eyes and *wept*."

a. The predicates, *lay*, and *wept*, are intransitive, and the predicate, *hid*, is transitive. Hence, the sentence is mixed.

Give the Office, Structure, Relation, and Principal Elements of the sentences in the following exercises:

Models.

248. Julia made a mistake in her analysis, but she did not observe it.

A sentence.........Why?
Compound.........It contains an independent and a dependent clause, united by the conjunction *but*.
Leading Clause....Julia made a mistake in her analysis.
Declarative.........It makes an affirmation.
Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject..............The word *Julia*—it is the basis of the proposition.
Predicate...........The verb *made*—it is an act affirmed of the subject.
Object................*Mistake*—it is the word upon which the action asserted by the predicate terminates.
Dependent clause..She did not observe it.
Declarative.........It makes an affirmation.
Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject..............The word *she*—it is the basis of the proposition.
Predicate...........The verb *did observe*—it is the act affirmed of the subject.
Object................*It*—it is the word upon which the action affirmed by the predicate terminates.

249. An enlightened conscience remonstrates while we are doing wrong.

A *sentence*..........It contains an entire proposition.
Compound..........It contains an independent and auxiliary clause, united by the conjunctive adverb *while*.
Leading Clause.... An enlightened conscience remonstrates.

Declarative.........It makes an affirmation.
Simple..... ....It is a single proposition.

PRIN. ELEMENTS.

Subject..............The word *conscience*—it is the basis of the proposition.
Predicate...........The verb, *remonstrates*—it is an act affirmed of the subject.

Auxiliary clause..While we are doing wrong.

Declarative.........It makes an affirmation.
Simple...............It is a single proposition.
Adverbial...........It is used to modify a verb.

PRIN. ELEMENTS.

Subject..............The word *we*—it is the basis of the proposition,
Predicate...........The verb *are doing*—it is an act affirmed of the subject.
Object............... *Wrong* — the word upon which the action affirmed by the predicate terminates.

250. He who formed the heart certainly knows what passes within it.

A sentence..........It contains an entire proposition.
Compound..........It contains an independent and a dependent clause united by the definite relative, *who*.

Leading clause....He certainly knows what passes within it.

Declarative.........It makes an affirmation.
Complex.............It contains a clause for its object.

PRIN. ELEMENTS.

Subject...............The word, *he*—it is the basis of the proposition.
Predicate...........The verb, *knows*—it is the act affirmed of the subject.
Object............... *What passes within it*—the clause upon which the action affirmed by the predicate terminates.
1st *Auxiliary Clause*........... } What passes within it.
Declarative.........It makes an affirmation.
Simple...............It is a single proposition.

Substantive..........It is the objective element of the complex proposition.

PRIN. ELEMENTS.

Subject..............The word, *what*—it is the basis of the proposition.

Predicate...........The verb, *passes*—It is the act affirmed of the subject.

2d Auxiliary Clause. } Who formed the heart.

Declarative.........It makes an affirmation.

Simple...............It is a single proposition.

Adjective............It is used to modify a noun.

PRIN. ELEMENTS.

Subject...............The word, *who*—it is the basis of the proposition.

Predicate...........The verb, *formed*—It is the act affirmed of the subject.

Object................*Heart*—The word upon which the action affirmed by the predicate terminates.

Exercises.

1. Our intellectual powers may be indefinitely enlarged.
2. Behold the emblem of thy state in flowers which bloom and die.
3. Study nature, whose laws and phenomena are all deeply interesting.
4. Channing has set forth great and universal truths that cannot perish.
5. These were small states, in which every man felt himself to be important.
6. Every teacher must love a pupil who is attentive and docile.

7. Happy are the people whose history is the most wearisome to read.
8. Urbanity often lends a grace to actions that are of themselves ungracious.
9. It is easier to rouse the passions than to direct the mind.
10. No one is so much alone in the universe as a denier of God.
11. As we do to others, so shall it be done unto us.
12. Man gains wider dominion by his intellect than by his right arm.
13. Wherever man is, there are the elements of poetry.
14. Is there any other doctrine whose followers are so punished?
15. Do not flatter yourself with the hope of perfect happiness.
16. There is no such thing in the world.
17. We do not know who are nominated for the assembly.
18. By such apologies, shall man insult his Creator; and shall he hope to flatter the ear of Omnipotence?
19. Was it thy dog or thou, that opened the door?
20. Has Mercury struck thee with his enfeebling rod; or art thou ashamed to betray thy awkwardness?
21. When he awoke in the morning he could not tell where he was, until he recognised the servants.
22. Oh, it was impious; it was unmanly; it was poor and pitiful!
23. We respect his opinions, as he is a wise and prudent man.
24. Did you recite your lesson as well as he did?
25. I wished to go, but he would not permit me.
26. He is remarkable for his diligence and attention.
27. The earth is dark, but the heavens are bright.

28. Unless it rains soon, the flowers will wither.
29. The time is gone by, and you did not improve it.
30. I cannot trust you, for you have deceived me.
31. The lady whose portrait you admired so much, is herself at my house.
32. A certain lad, whose father is a man of distinction, has been arrested for arson.
33. Children should both reverence and obey their parents.
34. You will remember the transaction unless your memory is very treacherous.
35. It is certain that change and trouble come to all men.
36. My prediction is, that you will be disappointed.
37. His hope is, that he may divide our ranks, and then succeed.

CHAPTER VI.

Phrases---Divisions.

Synopsis.

PHRASE. — DIVISIONS
- 1. SUBSTANTIVE—Prin. Element.
  - 1. A Subject,
  - 2. An Attribute,
  - 3. An Object.
- 2. ADJECTIVE—Modifier,
  - 1. Of a Noun,
  - 2. Of a Pronoun.
- 3. ADVERBIAL—Modifier.
  - 1. Of a Verb,
  - 2. Of an Adjective,
  - 3. Of an Adverb.

Definitions.

251. A Phrase is an assemblage of words which does not form a proposition, but which in the construction of a sentence, conveys a single idea, and is used to perform a Substantive, Adjective, or Adverbial office.

Phrases are therefore divided, according to their office, into three classes:

1.—Substantive.
2.—Adjective.
3.—Adverbial.

a. The term *phrase* may be applied to any word with its modifiers. But in this definition is included only those which are composed of *distinct elements*, similar in their office, to the elements of a sentence.

b. Such combinations as *long since*, *in fine*, *to be sure*, *on the contrary*, *in short*, &c., although taken together to express a single idea are not included in the above definition of the phrase, because they are not composed of elements, each having a separate and distinct office.

252. A Substantive Phrase is used either as a Subject, an Objective element, or, with the copula, to form the predicate of a proposition; as, "*To become a scholar* is William's earnest desire;" "William desires *to become a scholar*;" "William's desire *is to become a scholar*."

a. In the first example, the phrase, "*to become a scholar*," is the *subject*; in the second, it is the *object*; in the third, it is the *attribute* of the proposition.

253. An Adjective Phrase is used with the copula to form the predicate of a proposition; or as a subordinate element, to modify a substantive;" as, "George *is in good health*;" "The dew *of the morning* has passed away."

a. In the first example, the phrase, "*in good health*," with the copula *is* forms the predicate, and is used as an adjective attribute to describe the subject *George*. In the second example, the phrase "*of the morning*," describes the noun *dew*—hence adjective.

b. When a phrase in the predicate denotes a *quality*, it is adjective. When it denotes *what the subject is*, or the *name* of an *action* attributed, it is substantive.

254. An ADVERBIAL PHRASE is used as a subordinate element to modify a Verb, an Adjective or an Adverb; as, "James went *to the city*;" "Labor is necessary *to develope the mental and physical energies*."

a. The first phrase denotes *where* James *went*; the second, *why* labor is *necessary*; hence they are adverbial.

In the following sentences, name the Phrases, and give their office:

Models.

255. Turning a grindstone is very uninteresting employment.

Turning a grindstone............ } A *phrase*—an assemblage of words that does not form a proposition.

Substantive.........It is used as the subject of the proposition.

256. It is difficult to restrain excited feelings.

To restrain excited feelings...... } A *phrase*—it is an assemblage of words that does not form a proposition.

Substantive.........It is used as the subject of a proposition.

257. His design has been to become distinguished.

To become distinguished.......... } A *phrase*—It is an assemblage of words which does not form a proposition.

Substantive.........It is used, with the copula, to form the predicate, and means the same thing as the subject, *design*.

258. The money of this bank is worthless.

Of this bank.......A *phrase*—Why?
Adjective...........It is used to describe the noun, *money*, by denoting what money is worthless.

259. The gentleman is in excellent health.

In excellent health, A *phrase*—why?
Adjective...........It is used, with the copula, to form the predicate, and describes the subject.

260. Rain falls from the clouds.

From the clouds...A *phrase*—why?
Adverbial...........It is used to modify the verb, *falls*, by denoting place, or direction.

Exercises.

1. George is to be released.
2. The pupils ought to have come earlier.
3. To do good to others is the duty of all men.
4. John's being an idler prevented his being a scholar.
5. He hopes to be elected Governor.
6. My friend has met with success in several speculations.
7. The traveler rewarded him for watering his horse.
8. Deliver me out of the mire, and let me not sink.
9. The teacher at length induced his pupils to submit, and to attend to their duties.
10. Being a correct writer, he did not fear the critics.
11. The child was compelled to submit to his teacher.
12. Being very poor, he gained a livelihood by daily labor.

CHAPTER VII.

Phrases.—Elements.

Synopsis.

PHRASE.—ELEMENTS.

- 1. PRINCIPAL.
  - 1. Leader.
    - 1. Preposition,
    - 2. *To* before Infin. Verbs,
    - 3. A Participle.
  - 2. Subsequent.
    - 1. A substantive after a Preposition,
    - 2. An Infinitive Verb,
    - 3. An Infinitive Verb with Attribute.
  - 3. Objective Elements,
    - 1. Object of an Infinitive Verb.
    - 2. Object of a Participle.
  - 4. Attribute.
    - 1. A Substantive,
    - 2. An Adjective.
- 2. SUBORDINATE.
  - 1. Adjective,
    - 1. Words,
    - 2. Phrases.
    - 3. Clauses.
  - 2. Adverbial.
    - 1. Words,
    - 2. Phrases,
    - 3. Clauses.

261. The parts which enter into the construction of a Phrase are called its elements; and, like the elements of sentences, they are distinguished as *Principal* and *Subordinate*.

Principal Elements.

262. The PRINCIPAL ELEMENTS of a phrase are those which are necessary to its construction, of which two are indispensable—the *leader* and at least *one* of the other *three*.

263. The principal elements are:

1. The LEADER.
2. " SUBSEQUENT.
3. " OBJECT.
4. " ATTRIBUTE.

264. The LEADER of a Phrase is the word by which it is introduced; and when the phrase is used as a modifier,, the leader connects it with the word which it modifies; as, "Clothe your ideas *in appropriate language.*"

a. *In* is the leader, and connects the phrase to the verb, *clothe*, which it modifies.

265. The SUBSEQUENT of a Phrase is that which follows the leader as its object of relation. It may be a *word*, a *phrase*, or a *clause;* as, "Charles wishes to *leave* the city;" "I have doubts of *his having been a soldier;*" "Cries of '*You live forever*,' rend the air."

a. In the first example, *to* is the leader, and the word, *leave*, the subsequent; in the second, *of* is the leader, and the phrase, *his having been a soldier*, the subsequent; in the third, *of* is the leader, and the clause, *you live forever*, the subsequent.

b. In an Infinitive Phrase, the subsequent, like the predicate in a sentence, may be.

1. A verb alone:
2. A verb and substantive:
3. A verb and adjective: as, "John wishes to *learn;*" "John wishes to *be* a *scholar;*" "It is John's duty to *be industrious.*"

266. The OBJECTIVE ELEMENT of a Phrase is a substantive, upon which the action asserted in the leader or subsequent terminates; as, "Thomas wishes *to sell books;*" "A youth, *avoiding evil associates*, may escape vice."

a. In the phrase, *to sell books*, *sell* is the *subsequent*, and *books* is the *object.* In the phrase, *avoiding evil associates*, *avoiding* is the *leader*, and *associates* is the *object.*

267. The ATTRIBUTE of a Phrase is an adjective or a substantive, directly or indirectly connected by the participle or infinitive as a copula, with the word which it modifies; as, "Charles, *having been industrious*, passed a good examination;" "Charles, *having been* an industrious *scholar*, passed a good examination;" "Charles is to *be* a *scholar*."

a. In the first example, the leader, *having been*, connects the attribute, *industrious*, with the noun, Charles. In the second example, the leader connects the attribute, *scholar*, to the noun Charles. In the third example, the infinitive *be*, also connects the attribute *scholar* to the noun Charles.

Subordinate Elements.

268. The Principal Elements of a phrase admit of the same modifications to which the principal elements of a sentence are subject. The SUBORDINATE ELEMENTS of a phrase, therefore, are *Adjective* and *Adverbial;* and, like those of a sentence, they may be *words*, *phrases* or *clauses*.

Give the Office and Elements of the Phrases in the following exercises:

Models.

269. Charles having mortgaged his estate, engaged in uncertain speculations.

Having mortgaged his estate, } A *Phrase*—an assemblage of words that does not form a proposition.

Adjective............It is used to modify a *noun*.

PRIN. ELEMENTS.

Leader..............Having mortgaged—it introduces the phrase.

Object................Estate—the word upon which the action affirmed by the *leader* terminates.

SUB. ELEMENT.

His....................A simple adjective modifier of the object, denoting *whose* estate.

In uncertain speculations } A *Phrase*, &c.

Adverbial..........It is used to modify a *verb*.

PRIN. ELEMENTS.

Leader...............In—it introduces the phrase.

Subsequent.........Speculations—it follows the leader as its object of *relation*.

SUB. ELEMENT.

Uncertain...........A simple adjective modifier of the *subsequent*, denoting the *kind* of speculations.

270. To be always studious makes good scholars.

To be always studious } A *Phrase*, &c.

Substantive.........It is used as the subject of the proposition.

PRIN. ELEMENTS.

Leader...............To—it introduces the phrase.

Subsequent..........Be studious—it follows the leader as its object of *relation;* parts—*copula, be;* attribute, *studious*—it denotes a quality attributed to persons referred to, describing the *kind* of persons who make good scholars.

SUB. ELEMENT.

Always..............A simple adverbial modifier of the attribute, denoting *time*.

271. The boys were punished for robbing a bird's nest.

For robbing a bird's nest } A *Phrase*, &c.

Adverbial..........It is used to modify a *verb*.

PRIN. ELEMENTS.

Leader..............For—it introduces the phrase.
Subsequent.........Robbing a bird's nest—the *phrase* which follows the leader as its object of *relation*.
Robbing a bird's nest } A *Phrase*, &c.
Substantive.........It is used as the *object* of a preposition.

PRIN. ELEMENTS.

Leader..............Robbing—it introduces the phrase.
Object...............Nest—the word upon which the action affirmed by the *leader* terminates.

SUB. ELEMENTS.

A and *bird's*........Simple adjective modifiers of the object, the first denoting *one*, and the second *whose* nest.

272. Lend me your knife to sharpen my pencil.

To sharpen my pencil } A *Phrase*, &c.
Adverbial...........It is used to modify a *verb*.

PRIN. ELEMENTS.

Leader..............To—it introduces the phrase.
Subsequent..........Sharpen—it is the word that follows the leader as its object of *relation*.
Object................Pencil—it is the word upon which the action affirmed by the *subsequent* terminates.

SUB. ELEMENT.

My....................A simple adjective modifier of the object, denoting whose pencil.

Exercises.

1. Being rich is no reason for being impudent.
2. We divide the subject into five parts and ten chapters.
3. An honest man is conscious of being just.
4. The young man determined to acquire knowledge and become a useful man.
5. My brother is delighted with wandering in the fields.
6. His being chosen a judge was surprising.
7. We saw some persons catching fish.
8. We may expect afflictions during our earthly pilgrimage.
9. I speak concerning virtue.
10. You are come unto Mount Zion.
11. This occupation is suited to his taste.
12. We sat together beside a purling stream.
13. The proposition was made at our first interview.
14. We gain knowledge of material things through the senses.
15. The father encouraged his sons to be industrious.
16. The soldier is known to have been slain.
17. The youth has come to work and not to play.
18. He was willing to risk all, for the excitement of a new revolution.
19. It is our duty to try, and our determination to succeed.
20. I am following up the subject to satisfy my own mind, to enlighten others, and to expose the baseness of those who have sought to deceive and betray us.

CHAPTER VIII.

Phrases—Structure and Form.

Synopsis.

- **PHRASE.**
  - 1. STRUCTURE.
    - 1 Simple,
      - 1 Prin. Element—Single Words.
      - 2 Two or more Leaders.
      - 3 Two or more Subsequents.
      - 4 Two or more Objects.
    - 2 Complex,
      - 1 Subsequent—a phr'se or clause,
      - 2 Prin. Ele. modified by a phrase.
    - 3 Compound.
  - 2. FORM.
    - 1. Prepositional,
    - 2. Infinitive,
    - 3. Participial,
    - 4. Absolute.

Definitions.

273. Phrases are divided according to their STRUCTURE, into three classes:

1.—SIMPLE.
2.—COMPLEX.
3.—COMPOUND.

Simple Phrases.

274. A SIMPLE PHRASE is a single phrase, of which there are four kinds.

1st. A *Simple Phrase* may contain but one Leader, and one Subsequent or Object; as, "John endeavors *to learn* his *lessons*;" "I saw a boy *shooting birds*;" "Bad workmen quarrel *with* their *tools*."

a. In the first example, *to* is the *leader*, *learn* is the *subsequent*, and *lessons* is the *object;* in the second, *shooting* is the *leader*, and *birds* is the *object;* in the third, *with* is the *leader*, and *tools* is the *object*.

275. 2d. A *Simple Phrase* may contain two or more *leaders* to one subsequent; as, "The disease prevailed *in* and *around* the *city*."

276. 3d. A *Simple Phrase* may contain two or more *subsequents* to one leader; as, "The disease prevailed *in* the *city* and adjacent *country*."

277. 4th. A *Simple Phrase* may contain two or more *objects* to one leader and subsequent; as, "William *having* thoroughly *studied grammar* and *arithmetic* was prepared for examination;" "William loves *to study grammar* and *arithmetic*."

a. In the first example, *having studied*, is the *leader*, and *grammar* and *Arithmetic* are the *objects;* in the second, *learn* is the *subsequent*, and *grammar* and *arithmetic* are the *objects*."

Complex Phrases.

278. Complex Phrases are of two kinds;

1st. A *Complex Phrase* may contain a *phrase* or a *clause* for its *Subsequent* or *Object;* as, "The contract was annulled by *being pronounced fraudulent;*" He desires to hear *that his brother has returned;*" "Our merriment was cut short by '*Gentlemen, the coach waits.*'"

a. In the first example, the *phrase*, "being pronounced fraudulent," is the subsequent of the leader *by;* in the second, the *clause*, "That his brother has returned," is the object of the subsequent *hear;* in the third, the *clause*, "Gentlemen, the coach waits," is the subsequent of the leader *by*.

279. 2d. A *Complex Phrase* may consist of two or more phrases so arranged that the *second* modifies an element of the *first*, the *third*, an element of the *second*, &c.; as, "Charles attends school *to prepare for the duties of active life.*"

a. The first subsequent, *prepare*, is modified by the remaining part of the phrase; the second, *duties*, by the phrase, *of active life.*

Compound Phrases.

280. A COMPOUND PHRASE consists of two or more simple or complex phrases united by a conjunction expressed or understood; as, "We should endeavor *to do* and *to say what is right.*"

Form.

281. Phrases are subdivided, according to their FORM, into four classes:

1.—PREPOSITIONAL.
2.—INFINITIVE.
3.—PARTICIPIAL.
4.—ABSOLUTE.

282. A PREPOSITIONAL PHRASE has a *preposition* for its leader, and a *substantive* for its subsequent; as, "The scholars *of* this *school* are engaged *in studying analysis.*"

a. A participle following a preposition is used in the relation of a *noun;* but, at the same time, it retains all its properties as a *verb;* hence it is called a *verbal noun.*

b. In the above example, the preposition *of* is the leader of the first phrase, and the noun *school*, is the subsequent; the preposition *in*, is the leader of the second, and the substantive phrase, *studying analysis*, is the subsequent.

283. An INFINITIVE PHRASE has the preposition *to*, and either a *verb* in the infinitive mode alone, or a *neuter verb* in the infinitive, followed by a *substantive* or an *adjective* as an *attribute;* as, "Good scholars expect *to study;*" "All men wish *to be happy;*" "John expects *to be* a *scholar.*"

a. In the first example, *to* is the leader, and *study* the subsequent; in the second, *to*, is the leader, *be happy*, the subsequent; in the third, *to* is the leader, and *be a scholar*, the subsequent.

284. A PARTICIPIAL PHRASE has a participle for its leader, followed by an attribute or an object; as, "He *being diligent*, progresses rapidly;" Charles, *having improved* his *time*, made a good scholar."

a. In the first example, being is the *leader*, and diligent is the *attribute;* in the second, having improved is the *leader*, and time is the *object.*

285. An ABSOLUTE PHRASE has a noun or pronoun independent of the rest of the sentence, for its basis, followed by a participle depending upon it; as, "The *hour* for recitation *having arrived*, we commenced the exercises.

a. Absolute Phrases are in all cases equivalent to auxiliary clauses. In the above example, by supplying the ellipsis it would be, "We commenced our exercises *when the hour for recitation had arrived.*"

b. Infinitive Phrases are sometimes used *independently;* as, "*To confess the truth*, I was in fault."

Connectives.

286. CONNECTIVES are words used to unite sentences or their elements, of which there are five classes: *Conjunctions*, *Conjunctive Adverbs*, *Prepositions*, *Definite Relative Pronouns*, and *Neuter Verbs*, followed by attributes. (See definition of each class, in Part I.)

Give the Office, Structure, and Form, of the Phrases in the following exercises :

Models.

REMARK.—The principal and subordinate elements may be omitted in these exercises.

287. Henry went to Baltimore.

To Baltimore......A *Phrase*—an assemblage of words which does not form a proposition.
Adverbial ....It modifies a *verb*.
Simple................It is a *single* phrase.
Prepositional.......It is introduced by a *preposition*.

288. The bird flew into, and around the room.

Into and around the room } A *Phrase*, &c.
Adverbial...........It modifies a *verb*.
Simple................It is a *single* phrase.
Prepositional......It is introduced by *prepositions*.

289. The class makes rapid progress in grammar and arithmetic.

In grammar and arithmetic } A *Phrase*, &c.
Adverbial...........It modifies, &c.
Simple..............It is a *single* phrase.
Prepositional......It is introduced by a *preposition*.

290. We saw some boys catching salmon and trout.

Catching salmon and trout } A *Phrase*, &c.
Adjective............It modifies a *noun*.
Simple...............It is a *single* phrase.
Participial.........It is introduced by a *participle*, followed by an *object*.

291. Edward has a desire to study analysis.

To study analysis } A *Phrase*, &c.
Adjective............It modifies a *noun.*
Simple...............It is a *single* phrase.
Infinitive............It is introduced by the preposition *to*, followed by a *verb.*

292. I am tired of writing these exercises.

Of writing these exercises } A *Phrase*, &c.
Adverbial............It modifies, &c.
Complex.............It has a *phrase* for its *subsequent.*
Prepositional......It is introduced by a *preposition.*

293. The mischief of the rogues was arrested, by "Boys, prepare for recitation."

By, Boys prepare for recitation } A *Phrase*, &c.
Adverbial...........It modifies, &c.
Complex.............It has a *clause* for its subsequent.
Prepositional......It is introduced, &c.

294. God is worthy to be adored by all rational beings.

To be adored by all rational beings } A *Phrase*, &c.
Adverbial.............It modifies, &c.
Complex.............It consists of *two* phrases, of which the *second* is a modifier of an element of the first.
Infinitive.. ....It is introduced by the word *to*, followed by a *verb.*

295. We should strive to acquire knowledge, and to communicate it.

To acquire knowledge, and to communicate it. } A *Phrase*, &c.
Adverbial..........Why?
Compound..... ....It consists of *two* simple phrases united by the conjunction *and*.
Infinitive..........They are each introduced by the preposition *to*, followed by a *verb*.

Exercises.

1. We rejoice to hear the glad tidings.
2. The merchant deals in dry goods and groceries.
3. William goes regularly to and from school.
4. Thomas is learning to read and write.
5. The ground is dry enough to be plowed and planted.
6. The scenes of childhood are miniatures in age.
7. The great and the good lie in the grave with the vile and the humble.
8. His being a citizen secured his safety.
9. To be ashamed of virtue marks a feeble character.
10. Being good, and being called good are different things.
11. Let us go to the poor to learn contentment.
12. We hear men exclaim against the danger of temptation, and we see them rush into it without thought.
13. To confess the truth we are most in danger from ourselves.
14. He was delighted with being called an eloquent man.
15. The contractor, having been sick for some time, did not fulfil his engagements.

16. Being a good mechanic, he can find employment.
17. The jury is censurable for not having decided according to the facts.
18. The army regretted losing the best officers.
19. The people have met for consultation on local affairs.
20. My visionary friend expects to be made rich by some turn of fortune.
21. This poor man is said to have been born blind.
22. The gentleman is trying to make his idle son a scholar.
23. The carpenter must have ten men to help him to raise the frame of a barn.
24. I have always found this man to be a firm friend.
25. His having been a sailor is known by his sea-phrases.
26. I have some doubts of that politician's being an honest man.
27. Writing examples in imitation of correct models is an improving exercise.
28. To love God and to do good to men are the leading purposes of every christian.
29. Vain persons are always fond of being flattered.
30. He cannot make up his mind to advance nor to retreat.
31. The boys gained access to the garden without being discovered by the owner.
32. Benevolent persons visit the poor to aid them in distress, and also to condole with them in their bereavement.
33. The former viciousness of this man caused his being suspected of this crime.
34. The students were admonished for going so far from the academy, and for making too much noise.
35. We arrived at our place of destination without delay by accident.

36. During our voyage we whiled away our time in reading, in writing a journal, and in studying navigation.
37. Having done as well as others had done in similar cases, he felt satisfied with his conduct.
38. I spoke of the young man as being well known in the neighborhood.
39. The desperate rogue was no sooner released from prison than he was again engaged in committing depredations upon society.
40. I agreed to advance the requisite sum, provided satisfactory security were offered.
41. He ought to be severely punished for this outrage, unless he make ample reparation for his conduct.
42. But they, measuring themselves by themselves, and comparing themselves with themselves, are not wise.
43. And he shall come unto us as the rain, as the latter and former rain.
44. I shall show my gratitude by befriending you, and yours, whenever opportunity may offer.
45. To censorious persons, strangers are generally ugly or insignificant in aspect, or uncouth or haughty in manner.
46. Having slowly and cautiously approached the flower, he placed his hat over the butterfly.
47. I am a debtor both to the Greeks and to the Barbarians, both to the wise and unwise.

PART III.

SENTENCES ANALYZED AND PARSED.

CHAPTER I.

MODELS FOR BLACK BOARD EXERCISES.

Remarks.

1st. The Black Board, in teaching the relations of sentences and their elements by means of some form of *mapping*, is now regarded, by many of the most successful teachers, as almost indispensable. Various forms have been devised, all having their peculiar excellencies, and, perhaps, defects.

The following models will be found to present a distinct view of the parts of the sentence, their mutual dependence, and modifying influence upon each other. A sufficient number has been given to enable the learner to map out sentences without difficulty.

2d. A partial use of diagrams may be profitably introduced at a much earlier stage of the pupil's progress than that indicated by the place which they occupy in this work. As soon as he has learned the relation of the *noun* and *verb*, his advancement will be greatly facilitated by commencing to form diagrams; adding, from time to time, the different classes of words and phrases, as he becomes acquainted with them.

Sentences.

296. In the arrangement of the Principal Elements of a sentence, whether words, phrases or clauses, they are placed *above* the same principal base line—the *subject* first, then the *predicate*, and then the *object*, if any.

297. The Subordinate Elements, whether words, phrases or clauses, are placed *below* the principal base line, and connected by a perpendicular line to the base line under the element which they modify.

298. The Principal Elements are separated by a short line extending upward from the base line. When the predicate is a *verb* and a *substantive*, or a *verb* and an *adjective*, the parts are separated by a short line, but not in connection with the base line.

Phrases.

299. The Principal Elements of a Phrase, like those of a sentence, are placed above their own base line—the *leader* first, then the *subsequent*, *object*, or *attribute*, as the case may be, and are also separated in like manner.

300. The subordinate elements of a phrase are placed under the words which they modify, and connected in the same manner as those of a sentence.

Words.

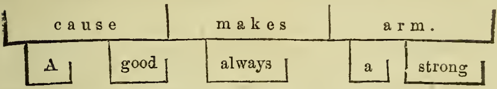
301. Word modifiers have their own base and connecting lines, like those of subordinate clauses and phrases.

Compound Elements.

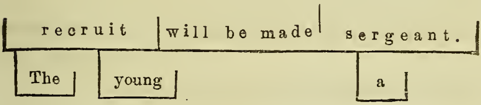
302. When the elements are compound, the base line divides into as many parts as there are distinct elements employed.

303. Models for simple sentences containing single words as principal elements, and, also word modifiers. (See Sec. 222.)

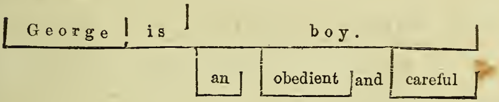
A.—A good cause always makes a strong arm.



B.—The young recruit will be made a sergeant.



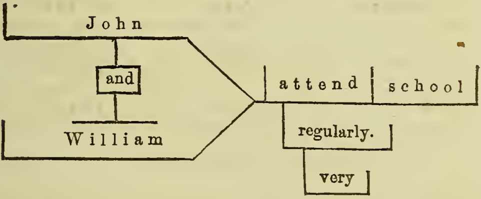
C.—George is an obedient and careful boy.



a. This sentence contains a compound modifier. (See Sec. 210.)

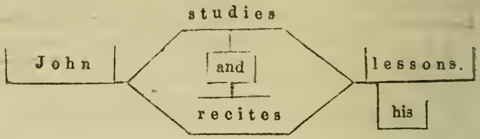
304. Models for Simple Sentences containing compound word elements.

D.—John and William attend school very regularly.



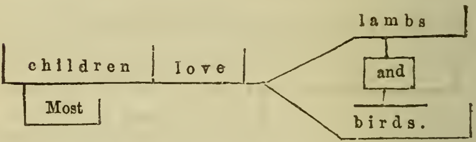
a. This sentence contains a complex modifier. (See Sec. 209, 1st.) The subject is compound. (See remark, 9th page, 102.)

E.—John studies and recites his lessons.



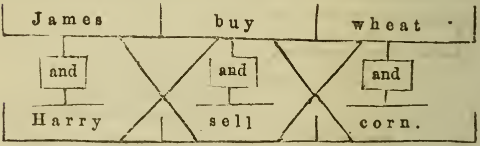
a. The subject and object are simple, the predicate compound.

F.—Most children love lambs and birds.



a. The subject and predicate are simple, the object is compound.

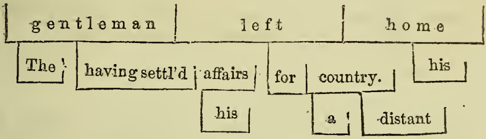
G.—James and Harry buy and sell wheat and corn.



a. All the principal elements are compound.

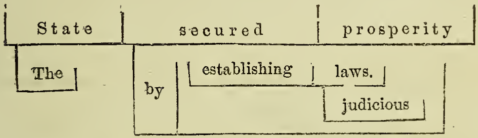
305. Model for Simple Sentences containing simple phrase modifiers. (See Sec. 208 and 274.)

H.—The gentleman having settled his affairs left his home for a distant country.



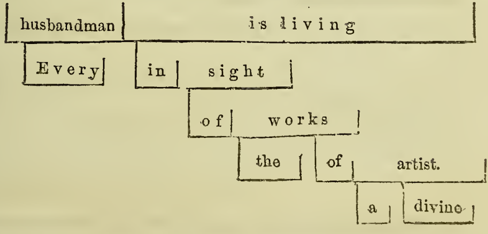
306. Model for Simple Sentences containing complex phrase modifiers.

I.—The State secured prosperity by establishing judicious laws.



a. The phrase is complex—it has the substantive phrase, "establishing judicious laws," for its subsequent. (See Sec. 278.)

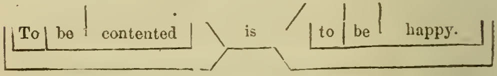
J.—Every husbandman is living in sight of the works of a divine artist.



a. The phrase is complex—consisting of three phrases forming a direct and indirect modifiers. (See Sec. 279.)

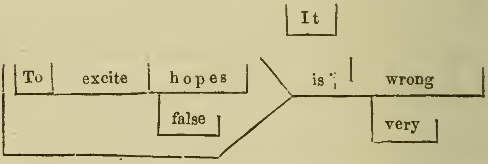
307. Models for Simple Sentences, having simple phrases for principal elements. (See Sec. 192.)

K.—To be contented is to be happy.



a. Substantive phrases and clauses have their own base lines and are also placed above the principal base line.

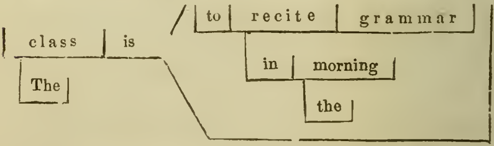
L.—It is very wrong to excite false hopes.



a. The pronoun, *it*, having no grammatical connection with the sentence is not united with it in the diagram. (See Sec. 211, 3d, also, 225, *b.*)

308. Model for Simple Sentences having complex phrases for principal elements.

M.—The class is to recite grammar in the morning.

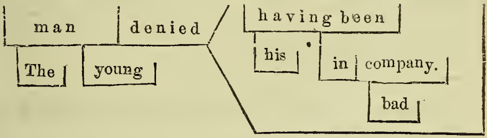


a. The attribute is a complex phrase for the subject and object.

b. Complex phrases may be used in like manner.

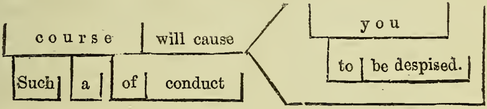
309. Models for Simple Sentences having a verbal noun and its modifiers for a principal element. (See Sec. 227.)

N.—The young man denied his having been in bad company.



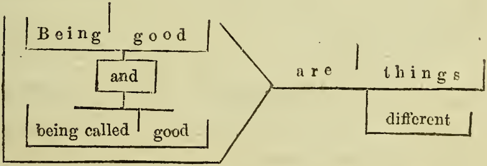
310. Model for Simple Sentences having an object with a dependent infinitive for an objective element. (See Sec. 228.)

O.—Such a course of conduct will cause you to be despised.



311. Model for Simple Sentences having a compound phrase for a principal element. (See Sec. 226.)

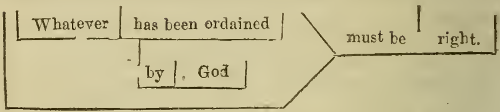
P.—Being good and being called good are different things.



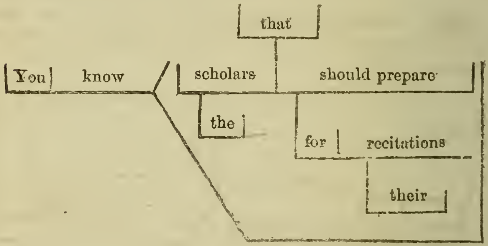
a. Compound phrases are used in like manner as objects and attributes.

312. Models for Complex Sentences. (See Sec. 229.)

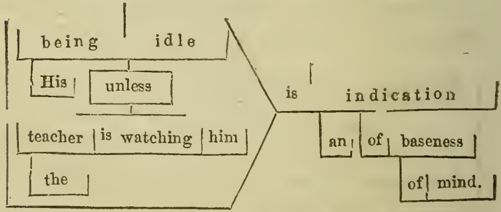
Q.—Whatever has been ordained by God must be right.



R.—You know that the scholars should prepare for their recitations.

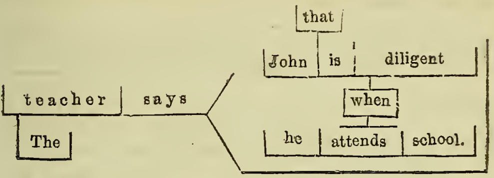


S.—His being idle unless the teacher is watching him is an indication of baseness of mind.



a. The sentence is complex, and the subject is also complex. (See remark 8th, page 101.)

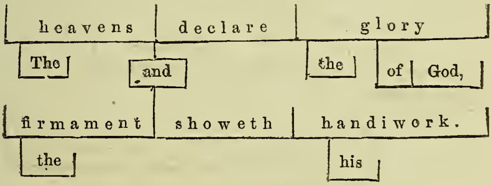
T.—The teacher says that John is diligent when he attends school.



a. The sentence is complex, (see Sec. 229.) The object is complex, (see remark 8th, page 101.) The sentence forming the objective element is compound, (see Sec. 230.)

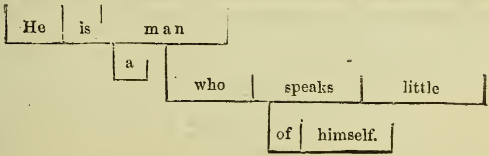
313. Models for Compound Sentences.

U.—The heavens declare the glory of God and the firmament showeth his handiwork.



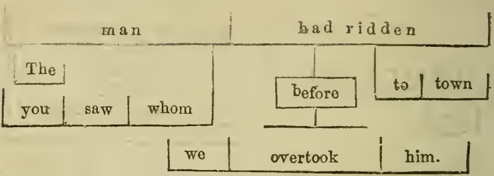
a. This sentence contains two independent clauses. (See Sec. 242, note *a*.)

V.—He is a man who speaks little of himself.



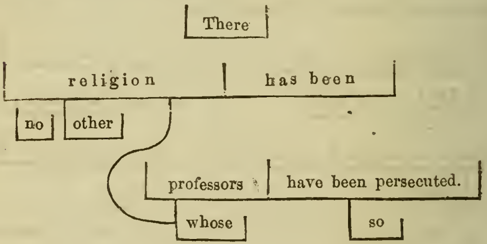
a. This sentence consists of a principal and auxiliary clause used as an adjective modifier. (See Sec. 246.)

W.—The man whom you saw had ridden to town before we overtook him.



a. This sentence consists of a principal and two auxiliary clauses, the first modifies the subject, and the second the attribute.

X.—There has been no other religion whose professors have been so persecuted.



a. Definite relatives in the possessive case serve to connect on adjective clauses, and also to limit the substantives to which they are attached, as in this example.

CHAPTER II.

FORMS FOR ANALYZING AND PARSING SIMPLE SENTENCES---FIRST CLASS---WORD MODIFIERS.

(See Sec. 221, 222, and 208.)

Order of Analysis of Simple Sentences.

314.

1. A Sentence,	and	why?
2. Office,	"	"
3. Structure,	"	"
4. Prin. Elements,	"	"
5. Sub. Elements,	"	"

REMARKS.—1st, These forms contain nothing which has not already been given in detached parts, in connection with the Classification and Definitions in Part II. There, the parts are explained separately; in this, and the following Chapters, the analysis of each sentence and its elements is complete.

2d. The older class of learners may save time by thoroughly committing the definitions in the first four Chapters of Part II, and then commencing the analysis of the exercises in Part III, according to the following forms. The remaining definitions may be committed as they are required. The younger class, should, by all means, study each chapter in consecutive order.

Map, Analyze and Parse the following Sentences.

Models.

(See Sec. 303, Models A. B. and C.)

315. The Farmer is slowly driving his tardy cattle.

Analysis.

A sentence..........It is an entire proposition.

Declarative.........It makes an affirmation.

Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject...............The *word*, farmer—it is the basis of the proposition.

Predicate............The *verb*, is driving—it is that which is directly affirmed of the subject.

Object.................Cattle—it is the *word* upon which the action affirmed by the predicate terminates.

SUB. ELEMENTS.

The...................A simple *adjective* modifier of the *subject*, denoting *what* farmer.

Slowly...............A simple *adverbial* modifier of the *predicate*, denoting *manner*.

His and tardy.....Simple *adjective* modifiers of the *object;* the first denoting *whose*, and the second, the *kind* of cattle.

Parsing.

The...................An *adjective*, *limiting*—it restricts the meaning of the *noun* farmer. Rule XVII.

Farmer..............A *noun*, common, masculine gender, third person, singular number, nominative case, subject of the verb, *is driving*. Rule I.

Is driving..........A *verb*—parts, *drive, drove, driven;* irregular, active, transitive, active voice, indicative mode, present tense, (progressive form,) third person, singular number, to agree with its subject *farmer*. Rule XI.

Slowly...............An *adverb*, and qualifies the verb is driving.

His....................A *simple personal pronoun*, masculine gender, third person, singular number, possessive case, and limits the *noun*, cattle. Rule V.

Tardy ... .An *adjective*, qualifying—it expresses a quality belonging to the *noun*, cattle.

Cattle................A *noun*, common, common gender, third person, plural number, objective case, object of the *transitive verb*, is driving.

REMARK.—The repetition of the Rules may be omitted, especially those that are mere definitions. The pupil should be perfectly familiar with them before commencing these exercises.

316. Does not vanity, deeply mortified, usually become envy?

Analysis.

A sentence..........It is an entire proposition.

Interrogative.......It asks a question.

Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject...............The *word*, vanity—it is the basis of the proposition.

Predicate............The *verb*, does become, and the *noun*, envy—it is that which is directly affirmed of the subject; parts—copula, *does become*, attribute, *envy*—denoting the *name* of a quality attributed to the subject.

SUB. ELEMENTS.

Deeply mortified..A *complex* adjective modifier of the *subject*, denoting the *kind* of vanity—basis, *mortified*, modified by *deeply*, a simple *adverbial* modifier, denoting *degree*.

Not and usually...Simple *adverbial* modifiers of the *predicate*—the first, denoting *negation*—the second, *time*.

Parsing.

Does become.......A *verb*, parts—*become*, *became*, *become*, irregular, neuter, indicative mode, present tense, third person, singular number, to agree with its *subject*, vanity.

Vanity...............A *noun*, common, neuter gender, third person, singular number, nominative case, subject of the *verb*, does become.

Deeply...............An *adverb*, it qualifies the *verb* mortified.

Mortified ....A *verb*, parts—*mortify, mortified, mortified;* reggular, active, transitive, passive voice, past tense; as an *adjective*, it qualifies the *noun* vanity; as a *verb*, it expresses *action*.

Usually..............An *adverb*, and qualifies the *verb*, does become.

Envy ....A *noun*—common, neuter gender, third person, singular number, nominative case after the *verb*, does become. Rule II.

317. This deep and rapid stream is also wide.

Analysis.

A sentence.........It is an entire proposition.

Declarative........It makes an affirmation.

Simple...............It is a single proposition.

PRIN. ELEMENTS.

Subject...............The *word*, stream, &c.

Predicate...........The *verb*, is, and the *adjective*, wide—parts—copula, *is*, attribute, *wide*—denoting a *quality*, attributed to the *subject*.

SUB. ELEMENTS.

This...................A *simple* adjective modifier of the subject, denoting *what* stream.

Deep and rapid...A *compound* adjective modifier of the *subject*, taken together to denote the *kind* of stream.

Also..................A *simple* adverbial modifier of the *attribute*, denoting *manner*.

Parsing.

This..................An *adjective*—limiting; it restricts the meaning of the *noun*, stream.

Deep, rapid........Are *adjectives*—qualifying; they express qualities belonging to the *noun*, stream.

And ....A *conjunction*—copulative; it unites the words, *deep* and *rapid*.

Stream..............A *noun*—common, &c.

Is.................... A *verb*—parts—*am, was, been;* irregular, neuter, mode, &c.

Also.................. An *adverb;* it qualifies the *adjective*, wide.

Wide.................. An *adjective*—qualifying; it expresses a quality belonging to the *noun*, stream.

Exercises.

1. Bad books injure the character.
2. Falsehood is a most odious vice.
3. Will evil communications corrupt good manners?
4. Is the bright, intelligent, sparkling eye dimmed?
5. Her hands were still uplifted.
6. Why, here comes my father!
7. See what a beautiful ball John has found!
8. Did Charles go willingly, or unwillingly?
9. Did they recite correctly, or incorrectly?
10. Should not my losses be made good?
11. These intelligent mechanics should be appointed umpires.
12. Those mechanics are called good workmen.
13. This able statesman may be elected President.
14. This student has always been considered talented.
15. The young man may be a coach-maker.
16. Can they not have been secret agents?
17. The Senator will be accounted a strong debater.
18. Come, calm content, serenely sweet.
19. Liberty's most faithful friends were discouraged.
20. The lad found the lost horses grazing quietly.
21. The carpenters were erecting a spacious barn.
22. You should have been reading some good book.
23. I have often seen the gentleman walking.
24. The Soldiers advancing met the enemy retreating.

REMARK.—Additional exercises upon this, and the following classes of sentences, may be selected, if necessary from the exercises in Part II.

CHAPTER III.

SIMPLE SENTENCES---FIRST CLASS---SIMPLE AND COMPLEX PHRASE MODIFIERS.

(See Sec. 305, and 306, Models H. I. & J.)

Phrases---Order of Analysis.

318. 1. A Phrase, and why?
2. Office, (Subs. Adj't. or Adv'b.) " "
3. Structure, " "
4. Form, " "
5. Principal Elements, " "
6. Subordinate Elements, " "

Map, analyze and parse the following sentences. (See Sec. 274,—280.)

Models.

319. The stranger was impelled by hunger to call at a farm-house for refreshments.

Analysis.

A sentence..... ....Why?
Declarative........ "
Simple.............. "

PRIN. ELEMENTS.

Subject..............Stranger—why?
Predicate...........Was impelled—why?

SUB. ELEMENTS.

The...................A simple adjective modifier of the *subject*, &c.
By hunger..........A *simple* adverbial modifier of the *predicate* denoting *cause*.

To call at a farm house for refreshments } A *complex* adverbial modifier of the *predicate*, denoting *manner*.

Phrases.

By hunger..........A *phrase*—it is an assemblage of words which does not form a proposition.

Adverbial...........It modifies a *verb*.

Simple...............It is a *single* phrase.

Prepositional......It has a *preposition* for its leader.

PRIN. ELEMENTS.

Leader................By—it introduces the phrase.

Subsequent..........Hunger—it follows the leader as its object of relation.

To call at a farm house for refreshments } A *phrase*—it is an assemblage of words which does not form a proposition.

Adverbial...........It modifies a *verb*.

Complex.............It consists of three phrases—the second and third modify an element of the first.

Infinitive...........It has the proposition *to*, for its leader, and a *verb*, for its subsequent.

PRIN. ELEMENTS.

Leader...............To—it introduces the phrase.

Subsequent..........Call—it follows the leader as its object of relation.

SUB. ELEMENTS.

At a farmhouse, and *for refreshments*, } *Simple* adverbial modifiers of the *subsequent*, call —the first denoting *place*—the second *cause*.

At a farm house..A *phrase*, &c.

Adverbial..........It modifies a *verb*.

Simple...............It is a single phrase.

Prepositional......It has a *preposition* for its leader.

PRIN. ELEMENTS.

Leader...............At—it introduces the phrase.

Subsequent.........Farmhouse—it follows the leader as its object of relation.

SUB. ELEMENT.

A.......................A simple adjective modifier of the *subsequent*—denoting *one* farmhouse.

For refreshments.A *phrase*, &c.

Adverbial..........It modifies a *verb*.

Simple...............It is a single phrase.

Prepositional......It has a *preposition* for its leader.

PRIN. ELEMENTS.

Leader...............For—it introduces the phrase.

Subsequent..........Refreshments—it follows the leader as its object of relation.

Parsing.

Remark.—Phrases and clauses, used as principal and subordinate elements, should first be parsed as substantives, adjectives, or adverbs, as the case may be; then parse the parts.

Parse the subject and predicate according to the preceding forms.

The...................An *adjective*—limiting—it restricts the meaning of the *noun* stranger.

By hunger..........An *adverb*—it qualifies the *verb*, was impelled.

By....................A *preposition*—it shows the relation of the *noun* hunger, to the *verb* was impelled.

Hunger..............A *noun*—common, neuter gender, third person, singular number, objective case—object of the preposition, *by*.

To call at a farmhouse for refreshments } An *adverb*—it qualifies the verb was impelled.

To.....................A *preposition*—it is used as the *sign* of the *infinitive*.

Call..................A *verb*—parts—*call, called, called*; regular, active, intransitive, infinitive mode, present tense, governed by the preposition, *to*. Rule XV.

At a farmhouse...An *Adverb*—it qualifies the *verb* call.

At....................A preposition—it shows the relation of the *noun*, farmhouse, to the *verb*, call.

A.......................An *adjective*—limiting; it restricts the meaning of the *noun*, farmhouse.

Farmhouse.........A *noun*—common, &c., objective case—object of the preposition, *at*.

For refreshments.An *adverb*—it qualifies the *verb*, call.

For....................A preposition—it shows the relation of the *noun*, refreshments, to the *verb*, call.

Refreshments......A *noun*—common, neuter, third person, singular number, objective case—object of the preposition, *for*.

320. They, measuring themselves by themselves, and comparing themselves with themselves, are not wise.

Analysis.

Remark.—In the following models of this Chapter the phrases, only, will be analyzed and parsed. With the other parts of the sentence, follow the foregoing models.

Measuring themselves by themselves, and comparing themselves with themselves.

A Phrase............It is an assemblage of words which does not form a proposition.

Adjective..............It modifies a pronoun.

Compound..........It consists of two phrases united by the conjunction, *and*.

1*st. Phrase*.........Measuring themselves by themselves.

Complex............It consists of two phrases, the second of which is a modifier of an element of the first.

Participial.........It has a *participle* for its leader followed by an *object*.

PRIN. ELEMENTS.

Leader...............Measuring--it introduces the phrase.
Object...............Themselves—it is the word upon which the *action* affirmed by the leader terminates.

SUB. ELEMENT.

By themselves......A *simple* adverbial modifier of the *leader*, denoting *manner*.

Sub. Phrase........By themselves.

Adverbial..........It modifies a *verb*.

Simple............It is a single phrase.

Prepositional......It has a preposition for its leader.

PRIN ELEMENTS.

Leader..............By—it introduces the phrase.

Subsequent..........Themselves—it follows the leader as its object of relation.

2*d Phrase*..........Comparing themselves with themselves. (Analyzed in the same manner.)

Connective..........And—it unites the two complex phrases.

Parsing.

Measuring themselves by themselves} An *adjective*—qualifying—it describes the pronoun they.

Measuring.........A verb—parts—*measure*, *measured*, *measured*; regular, active, transitive, active voice, participial mode, present tense; used *adjectively* to describe a *pronoun*, and as a *verb*, to express *action*.

Themselves.........A *pronoun*—emphatic personal, common gender, third person, plural number, objective case—object of the transitive verb, *measuring*.

By themselves......An *adverb*—it qualifies the verb, *measuring*.
By....................A *preposition*, &c.
Themselves.........A *pronoun*, &c.

Remark.—The phrase, "comparing themselves with themselves," is parsed in the same manner.

321. John expects to succeed by being an industrious scholar.

Analysis.

By being an industrious scholar.

A Phrase............Why?
Adverbial........... "
Complex.............It contains a phrase for its subsequent.
Prepositional......It has a preposition for its leader.

PRIN. ELEMENTS.

Leader...............By—it introduces, &c.
Subsequent.........Being an industrious scholar, it follows the leader as its object of relation.
Auxiliary Phrase.Being an industrious scholar.
Substantive.........It is used as the object of a preposition.
Simple...............It is a single phrase.
Participial.........It has a *participle* for its leader followed by an *attribute*.

PRIN. ELEMENTS.

Leader...............Being—it introduces, &c.
Attribute............Scholar—it is the *name* of a quality attributed to the *noun*, John.

SUB. ELEMENTS.

An and *industrious* } Simple adjective modifiers of the attribute; the first, denoting *one*, the second, the *kind* of scholar.

Parsing.

By being an industrious scholar } An *adverb*—it qualifies the verb, *succeed.*
By....................A *preposition*—it shows the relation of the phrase, being and industrious scholar, to the verb, *succeed.*

Being an industrious scholar, } A *substantive*—neuter gender, third person, singular number, objective case—object of the preposition, *by*.

Being................A *verb*—parts—*am*, *was*, *been*; irregular, neuter, participial mode, present tense; used substantively to form the objective phrase, and as a verb, to connect the attribute *scholar*, to the noun *John*.

An....................An *adjective*, &c.

Industrious.........An *adjective*, &c.

Scholar..............A noun—common, &c., nominative case, after the verb, *being*. Rule II.

322. The minister, having been faithful during life, did not fear death.

Analysis.

Having been faithful during life.

A Phrase...........Why?

Adjective............ "

Complex..........It consists of two phrases, of which the *second* is a modifier of an element of the *first*.

Participial..........It has a *participle* for its leader, followed by an *attribute*.

PRIN. ELEMENTS.

Leader..............Having been—why?

Attribute............Faithful—it denotes a quality attributed to the *noun*, minister.

SUB. ELEMENT.

During life.........A simple adverbial modifier of the *attribute* denoting *time*.

Sub. Phrase........During life.
Adverbial...........Why?
Simple............... "
Prepositional ..... " &c.

Parse according to preceding forms.

323. The hour for recitation having now arrived we commenced our exercises.

Analysis.

The hour for recitation having now arrived.

A Phrase............Why?

Adverbial.. ....It modifies a *verb*.

Complex.............It consists of two phrases, of which the *second* modifies an element of the *first*.

Absolute.............It has a *noun* for its *basis* followed by a *dependent participle*.

PRIN. ELEMENTS.

Hour.................It is the basis of the phrase.

Having arrived...It is the dependent participle.

SUB. ELEMENTS.

For recitation......A simple *adjective* modifier of the basis, denoting *what hour*.

Now...................A simple *adverbial* modifier of the participle denoting time.

Parsing.

Hour ....A *noun*, &c., independent case. Rule VI.

For recitation.....An *adjective*, limiting, it restricts the meaning of the noun hour.

For....................A *preposition*, &c.

Recitation ....A *noun*, &c.

Having arrived....A *verb*, &c., participial mode, present perfect tense; as an adjective it describes the noun *hour*; as a verb it expresses *action*.

Now....................An *adverb*, &c.

Exercises.

1. John was detained after school.
2. She is well known to chancels and to chimnies.
3. Do you believe those absurd stories concerning your friend?
4. In consequence of his having been idle, John was detained after school.
5. A truly great man derives no lustre from his ancestry.
6. In taking revenge, a man is only even with his enemy.
7. Soldiers in peace are like chimnies in summer.
8. George performed the labor without having been requested.
9. He entered at once upon the performance of his duties.
10. From peak to peak, the rattling crags among, leaps the loud thunder.
11. The gentleman came from beyond the sea.
12. We are under obligations to assist the poor.
13. We are prone to make a torment of our fears.
14. Parents sometimes send children to school to get them out of the way.
15. The stranger rose to be presented to the company.
16. The bill was laid on the table to be called up on some future day.
17. Thou art worthy to take the book and to open the the seals thereof.
18. I am unable to walk to the city, or to ride to the village.
19. Will you be so good as to place this sentence in a diagram?
20. His attempt to rescue his friend was fatal to himself.

21. The commander sent an officer to reconnoiter the enemy's camp.
22. He has no occasion either to divide, or to explain.
23. Having thus calmed his solicitude, he renewed his pace.
24. Its excesses may be restrained without destroying its existence.
25. A man may be justly suspected of dishonesty, on account of his being associated with dishonest men.
26. Being obnoxious to the government, he left the country.
27. The hour having arrived, the company dispersed.
28. A competence being secured, we should be content.
29. The wind having fallen, the ship was moored in safety.
30. The death of the chief actor having occurred, the conspiracy failed.
31. Being very poor he earns a living by sawing wood at the furnace.

CHAPTER IV.

SIMPLE SENTENCES--PRINCIPAL ELEMENTS, PHRASES, TWO OR MORE WORDS, &c.

(See Sec. 222 — 228.)

Map, analyze and parse the following sentences:

(See Diagrams 304 — 311.)

Models.

324. Liberty and union promote peace and safety.

Analysis.

A Sentence,	Why?
Declarative,	"
Simple,	"

PRIN. ELEMENTS.

Subjects..............The *words* liberty and union—they form the basis of the proposition.

Predicate...........The *verb*, promote—it is that which is directly affirmed of the subject.

Objects...............Peace and safety—the *words* upon which the action affirmed by the predicate terminates.

CONNECTIVE.

And....................It unites the *subjects*, and also the *objects*.

Parsing.

Liberty and *union*.*Nouns*—common, &c., nominative case, subjects of the verb, *promote*.

Promote.............A *verb*, &c., third person *plural*, to agree with its subjects, *liberty* and *union*. (Rule XIII.)

Peace, safety,......*Nouns*, &c.—objective case, objects of the verb, promote.

325. It is pleasant to meet the friends of our youth.

Analysis.

A Sentence.........Why?
Declarative........ "
Simple............. "

PRIN. ELEMENTS.

Subject.............The phrase, *to meet the friends of our youth*—it is the basis of the proposition.
Predicate.........The *verb*, is, and the *adjective*, pleasant—it is that which is directly affirmed of the subject—parts, &c.

ATTEND. ELEMENT.

It.....................It is used to transpose the principal Elements. (211—3d.)

PHRASE.

To meet the friends of our youth.

Substantive.........It is the subject of the proposition.
Complex.............It consists of two phrases, the *second* being a modifier of an element of the *first*.
Infinitive............It has the preposition *to*, for its leader, followed by a verb,

PRIN. ELEMENTS.

Leader...............To—Why?
Subsequent..........Meet "
Object................Friends "

SUB. ELEMENTS.

The and *of our youth* } Simple adjective modifiers of the object—the *first* denoting *what* and the *second* the kind of friends.

SUB. ELEMENTS.

Of our youth.

Adjective..........It modifies a *noun*.
Simple...............Why?
Prepositional...... "

PRIN. & SUB. ELEMENTS.

Parsing.

It....................A *simple personal pronoun,* &c., independent case. Rule VI.

Is....................A *verb*, &c., third person, singular number, to agree with its subject—*to meet the friends of our youth.*

Pleasant............An *adjective*—qualifies the subject, *to meet*, &c.

To meet the friends of our youth, } A *substantive*—neuter gender, third person, singular number, nominative case—subject of the verb, *is.*

To....................A *preposition*—used as the sign of the infinitive.

Meet..................A *verb*—parts, &c., infinitive mode, present tense, governed by the preposition, *to.* Rule XV.

The...................An *adjective*, &c.

Friends..............A *noun*, &c.—object of the verb, *meet.*

Of our youth......An *adjective*—qualifying, it expresses a quality belonging to the noun, *friends.*

Of....................A *preposition*, &c.

Our..................A *simple personal pronoun,* &c.

Youth................A *noun*, &c.

326. James is in very poor health.

Analysis.

A sentence..........&c., and why?

PRIN. ELEMENTS.

Subject..............James—why?

Predicate............Is in very poor health—it is that which is directly affirmed of the subject—parts, copula, *is*, attribute, *in very poor* health, denoting the condition attributed to the subject—(very unhealthy.)

PHRASE.

In very poor health.

Adjective ....It is used to describe the subject.
Simple...............Why?
Prepositional...... "

PRIN. & SUB. ELEMENTS.

Parsing.

In very poor health, } An *adjective*—qualifying; it expresses a quality belonging to the noun *James.* (See Sec 253, Notes *a.* & *b.*)

REMARK.—In the above and following forms only such parts are given as have not been already explained. The pupil should give the analysis and parsing in full.

327. Going to the Falls will consume too much time. (See Sec. 227.)

Analysis.

A sentence.........Why? &c.

PRIN. ELEMENTS.

Subject..............The verbal noun *going* with its modifying phrase, *to the falls*—they, together form the basis of the proposition.
Predicate...........Will consume—why?
Object...............Time—why?

SUB. ELEMENT.

Too much...........A complex *adjective* modifier of the subject; denoting quantity, basis, *much*, modified by *too*, a simple *adverbial* modifier, denoting *degree*.

Parsing.

Going to the falls..A *substantive*—neuter gender, third person, singular number, nominative case—subject of the verb, *will consume*.

Going................A verb—parts, &c., used *substantively* to form the subject of the proposition by denoting the *name* of an action, and as a *verb* to *express* action.

To the falls.........An *adverb*—it qualifies the verb, *going*.

328. For a man to shun responsibility is cowardice. (See Sec. 228.)

A sentence..........Why? &c.

PRIN. ELEMENTS.

Subject..............The *phrase*—for a man to shun responsibility—it is the basis of the proposition.

Predicate..........Is cowardice—why?

PHRASE.

For a man to shun responsibility.

Substantive.........It is the subject of the proposition.
Complex............Why?
Prepositional...... "

PRIN. ELEMENTS.

Leader...............For—why?
Subsequent.........Man "

SUB. ELEMENTS.

A and *to shun responsibility*, } Simple adjective modifiers of the subsequent—the *first* denoting *one*, and the *second*, the *kind* of man. (Note, equivalent to a man *shunning responsibility*.)

Sub. Phrase........To shun responsibility.
Adjective............It modifies a noun.
Simple...............Why?
Infinitive........... "

PRIN. ELEMENTS.

Leader..............To—why?
Subsequent.........Shun—why?
Object...............Responsibility—why?

Parsing.

For a man to shun responsibility, } A *substantive*—&c., nominative case—subject of the verb, *is.*

For..................A *preposition*—used to *introduce* the phrase.
A.....................An *adjective*, &c.
Man..................A *noun*—&c., objective case, after the preposition *for*, and, also, *subject* of the *infinitive*. Rule XVI.
To shun responsibility, } An *adjective*—qualifying—it describes the noun *man.*
To....................A *preposition*—used as the sign of the infinitive.
Shun.................A *verb*—&c., infinitive mode, present tense; governed by the preposition, *to*. Rule XV.
Responsibility......A *noun*, &c., objective case—object of the verb, *shun.*

329. I found him to be a villain. (See Sec. 228.)

A sentence..........Why? &c.,

PRIN. ELEMENTS.

Subject...............Why?
Predicate.......... "
Object................The pronoun, *him*, and its dependent infinitive—*to be a villain*, upon which the action affirmed by the predicate terminates.

Parsing.

*Him to be a villain.*A substantive—&c., objective case—object of the verb, *found.*
Him..................A *simple personal pronoun*, &c., objective case—subject of the infinitive. Rule XVI.
To....................A *preposition*—used as the sign of the infinitive.
Be....................A *verb*, &c., governed by the preposition *to*.—Rule XV.
Villain...............A *noun*, &c.,—nominative case after the neuter verb, *be*. Rule II.

Exercises.

1. A yoke of oxen or a pair of horses, is indispensable in the cultivation of a farm.
2. John and Harriet are to go to the academy.
3. Neither the captain nor sailors were lost in the shipwreck.
4. In our excursion we shall need fishing tackle and a bag to hold fish.
5. Sterling integrity as well as profound knowledge of law is indispensable in a judge.
6. Neither riches nor fame can render a man happy.
7. God created the beasts of the field, the fowls of the air, the fishes of the sea, and every creeping thing.
8. To be always guarded against passion is to be very wise.
9. To purchase a good farm, or to build a comfortable house, requires a considerable amount of money.
10. To write a good hand, to spell well, and to construct sentences correctly, should be the aim of every scholar.
11. Resisting temptation is the conflict of life.
12. His hope is to breathe once more the fresh air in his native land.
13. His being a farmer exculpated him from blame.
14. Swearing to facts in a court of justice is not profane swearing.
15. Talking of one's own abilities is evidence of vanity.
16. Lounging in places of public resort is ruinous to a young man's reputation.
17. Boasting of great physical strength is evidence of intellectual weakness.
18. In the beginning, God created the heavens and the earth.

19. Men gather the wheat and the tares with equal care.
20. Then weave a chaplet of flowers, and strew the beauties of nature about the grave.
21. Wreathes of smoke ascended through the trees, and betrayed the half-hidden cottage.
22. It is base for one to betray his country.
23. Teaching idle children is very irksome business.
24. His having relieved many persons in distress was a source of much satisfaction to him in his old age.

CHAPTER V.

COMPLEX AND COMPOUND SENTENCES.

(See Sec. 229 and 230.)

Map, analyze and parse the following sentences.

(See Diagrams, Sec. 312 and 313.)

Models.

330. Why we should abandon the attempt to overcome these difficulties, has not been shown.

A sentence..........It contains an entire proposition,
Declarative.........It makes an affirmation.
Complex............It contains an auxiliary clause for a principal element.

PRIN. ELEMENTS.

Subject...............The *clause*—why we should abandon the attempt to overcome these difficulties—it is the basis of the entire proposition.
Predicate...........The *verb*, has been shown—it is that which is directly affirmed of the subject.

SUB. ELEMENT.

Not..................A simple adverbial modifier of the *predicate*, denoting *negation*.

AUXILIARY CLAUSE.

Why we should abandon the attempt to overcome these difficulties.

Interrogative......It (indirectly) asks a question.
Simple..............It is a single proposition.
Substantive........It is the subject of the complex proposition.

PRIN. ELEMENTS.

Subject..............The *word*, we—why?
Predicate...........The *verb*, should abandon—why?
Object...............Attempt—why?

SUB. ELEMENTS.

Why...................A simple adverbial modifier of the *predicate*, denoting *cause*, and, also, *interrogation*.

To overcome these difficulties } A simple adjective modifier of the object, denoting the *kind* of attempt.

REMARK.—Analyze the phrase according to models in Chapter III.

Parsing.

Why we should abandon the attempt to overcome these difficulties, } A *substantive*—neuter gender, third person, singular number, nominative case, subject of the verb, *has been shown*.

Why..................An *adverb*—it qualifies the verb, *should abandon*.

We....................A *simple personal pronoun*—first person, plural number, nominative case—subject of the verb, *should abandon*.

Should abandon...A *verb*, &c.,—potential mode, past tense, first person, plural number, to agree with its subject, *we*.

The...................An *adjective*—&c.

Attempt............A *noun*, &c., objective case—object of the verb, *should abandon*.

To overcome these difficulties } An *adjective*—qualifying—it describes the noun, *attempt*.

To....................A *preposition*—used as the sign of the infinitive.

Overcome...........A *verb*, &c., infinitive mode, present tense—governed by the preposition, *to*.

These................An *adjective*, &c.

Difficulties.........A *noun*, &c.—object of the verb, *overcome*.

Has been shown...A *verb*—irregular, active, transitive, passive voice, indicative mode, present perfect tense, third person, singular number, to agree with its subject, *why we should abandon*, &c.

331. Practice what you know.

A sentence..........Why?
Imperative........ "
Complex............It contains an auxiliary clause for a principal element.

PRIN. ELEMENTS.

Subject..............The *word* you understood—it is the basis of the entire proposition.
Predicate...........Practice—why?
Object................What you know—the *clause* upon which the action affirmed by the predicate terminates.

AUXILIARY CLAUSE.

What you know.

Declarative.........Why?
Simple.............. "
Substantive.........It is the objective element of the complex proposition.

PRIN. ELEMENTS.

Subject..............You—why?
Predicate...........Know "
Object...............What "

Parsing.

What you know,...A *substantive*—neuter gender, third person, singular number, objective ease—object of the verb, *practice*.

What..................An *indefinite relative pronoun*—neuter gender, third person, singular number, to agree with its anteeedent, omitted; objective case—object of the verb, *know*.

You....................A simple personal pronoun—second person, plural number, nominative case, subjeet of the verb, *know*.

Know..................A *verb*, &c.

Remark.—Clauses used as attributes, are analyzed and parsed in like manner.

332. My son, if sinners entice thee, consent thou not.

A sentence.........Why?
Imperative......... "
Compound..........It eontains a principal and an auxiliary elause, united by the eonjunction, *if*.

PRIN. CLAUSE.

My son, consent thou not.

Simple.................It is a single proposition.

PRIN. ELEMENTS.

Subject................Thou—why?
Predicate.............Consent "

SUB. ELEMENTS.

Not and *if sinners entice thee*, } Simple adverbial modifiers of the predieate—the *first*, denoting *negation*—the *second, condition*.

ATTENDANT ELEMENT.

Son....................Used for *address*, and modified by *my*, a simple *adjective* modifier, denoting *whose* son.

AUXILIARY CLAUSE.

Sinners entice thee.

Simple..............It is a single proposition.
Adverbial............It modifies a verb.

PRIN. ELEMENTS.

Subject................Sinners--why?
Predicate............Entice, "
Object.................Thee, "

Parsing.

My....................A *simple personal pronoun*, &c.
Son...................A *noun*, &c., independent case. Rule VI.
Thou..................A *simple personal pronoun*, &c., nominative case, subject of the verb, *consent.*
Consent..............A *verb*—parts, &c., regular, active, intransitive, imperative mode, present tense, second person, singular number, to agree with its subject, *thou.*
Not....................An *adverb*—qualifies the verb, *consent.*
If sinners entice thee, } An *adverb*—qualifies the verb, *consent.*
If......................A *conjunction*—copulative, it connects on a clause by denoting *supposition.*
Sinners...............A *noun*, &c.
Entice.................A *verb*—subjunctive mode, &c.
Thee...................A *simple personal pronoun*, &c.

333. Withhold not good from them to whom it is due, when it is in thy power to do it.

A sentence..........Why?
Imperative.......... "
Compound..........It contains a principal and two auxiliary clauses.

PRIN. CLAUSE.

(Thou) withhold not good from them.

Imperative.........Why?
Simple............... "

PRIN. ELEMENTS.

Subject...............The *word*, thou, understood—why ?
Predicate...........The *verb*, withhold, "
Object.................Good, "

SUB. ELEMENTS.

Not.....................A *simple* adverbial modifier of the predicate, denoting *negation*.

From them to whom it is due, } A *complex* adverbial modifier of the predicate, denoting *manner* or *direction*---basis *from them*; the subsequent modified by the clause, *it is due to whom*---a simple adjective modifier, denoting *what persons*.

When it is in thy power to do it, } A simple adverbial modifier of the *predicate*—denoting time.

FIRST AUX. CLAUSE.

It is due to whom.

Declarative.........Why ?
Simple................ "
Adjective ....It modifies the pronoun, *them*.

PRIN. & SUB. ELEMENTS.

SECOND AUX. CLAUSE.

When it is in thy power to do it.

Declarative.........Why ?
Simple................ "
Adverbial ....It modifies the verb, *withhold*.

PRIN. & SUB. ELEMENTS.

Parsing.

From them to whom it is due, } An *adverb*---and qualifies the verb, *withhold*.

From....................A *preposition*, &c.

Them ....A *simple personal pronoun*, &c:

It is due to whom...An *adjective*---limiting---it restricts the meaning of the pronoun, *them*.

REMARK.---The remaining parts of the sentence may be analyzed and parsed according to preceding forms.

Exercises.

1. The teacher hoped that his pupils would bear a thorough examination.
2. Go to the raging sea and say, "be still."
3. Cæsar cried, "help me, Cassius."
4. But Brutus says he was ambitious.
5. We knew whose place was vacant.
6. He inquired, "Who comes there?"
7. How we can make death our friend is taught us in the Bible.
8. Whoever takes ardent spirits as a beverage, is in danger of becoming a drunkard.
9. What he gained by diligence he lost by extravagance.
10. He hath showed thee O man, what is good.
11. It is but fair to hear what may be said on the other side.
12. I have determined to do, in this case, whatever may be required by law.
13. What we are afraid to do before men, we should be afraid to think before God.
14. Advocating what we do not believe to be true, is generally immoral, as well as injurious.
15. Blessed is whosoever shall not be offended in me.
16. Having learned what had displeased him, I was not surprised at what he had said.
17. And Moses said unto God, "Who am I, that I should go unto Pharaoh, and that I should bring forth the children of Israel out of Egypt?"
18. The hope that indulgence in doubtful amusements can be harmless is deceitful.
19. Where your treasure is, there will your heart be also.
20. All was complete desolation as far as the eye could reach, or the voice could penetrate.

21. As soon as he saw me he left the forest and came to meet me.
22. Go in peace, and sin no more, lest a worse thing come upon thee.
23. He engaged in commerce,—an employment suited to his taste.
24. He assumed a position of neutrality—a manifest error.
25. Thy kingdom is an everlasting kingdom, and thy dominion endureth throughout all generations.
26. O Lord, my God! I cried unto thee, and thou hast healed me.
27. His sentiments are sublime, and his words are beautiful.
28. Let not your heart be troubled, neither let it be afraid.
29. That we may not want bread in old age we should be industrious in the prime of life.
30. Because he is a wise and prudent man, we respect his opinions.
31. O, give thanks unto the Lord, for he is good; for his mercy endureth forever.
32. Wherefore, beloved, seeing that ye look for such things, be diligent that ye may be found of him in peace, without spot, and blameless.
33. An honest lawyer said to his client, "You admit that your cause is unjust, then why do you expect me to undertake it?"

REMARK.---For additional exercises, paragraphs in prose and poetry should be selected from Readers, or other books containing different styles of composition. A shorter form of analysis may be used. Select the principal and subordinate clauses in the paragraph, name their principal and subordinate elements, and also those of phrases, without giving the reasons for their being such. Mapping may be omitted.

PART IV.

EXERCISES ON THE RULES OF SYNTAX.

334. The following exercises contain both correct and incorrect sentences. Correct the errors, give the reason for the correction, a short analysis, and parse.

Rule I.

335. The subject of a finite verb must be in the nominative case.

EXERCISES.

1. John and me are of the same age.
2. You and I will be reproved if we neglect our lessons.
3. They who seek diligently for knowledge, will find it.
4. They are the men whom we might suppose are the authors of the work.
5. Whom do you think has come from the city to see us.
6. This is the boy whom we think deserves the prize.
7. Him that hath the steerage of my course direct my sail.
8. What stronger breast plate than a heart untainted?
9. Thrice is he armed who hath his quarrel just; and him but naked though locked up in steel, whose conscience with injustice is corrupted.
10. The chastity of honor which felt a stain like a wound, which inspired courage while it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing all its grossness, is gone.

Rule II.

336. A substantive used as an attribute must be in the same case as the subject.

EXERCISES.

1. The person whom we saw may have been him.
2. Who do the people say the lady is?
3. Who do you suppose her to be?
4. I know not whether it was them who managed the affair, but I am certain it was not him.
5. I am confident that it could not possibly have been he, I believe it to be she.
6. Where are the flowers, the fair young flowers,
   That lately sprung and stood,
   In brighter light, and softer airs,
   A beauteous sisterhood.

Rule III.

337. Transitive verbs in the active voice, and prepositions govern the objective case.

REMARKS.

1st. Some transitive verbs in the active voice govern two substantives in the objective case; as, "Nature made *Milton* a *poet.*" (See sec. 197.)

2d. Nouns denoting *time*, *distance*, *measure*, or *value*, are in the objective case without a governing word; as, "The rule is a *foot* in length;" "He is five *years* old."

EXERCISES.

1. The curfew tolls the knell of parting day,
   The lowing herd winds slowly o'er the lea;
   The plowman homeward plods his weary way,
   And leaves the world to darkness and to me.
2. He that is idle and mischievous reprove sharply.

3. They that honor me I will honor.
4. From he that is needy turn thee not away.
5. The charge was made by some one, I know not, and care not, who.
6. Whom does the book that James took from the desk belong to?
7. Be careful that you let no quarrel occur among ye.
8. Her youthful offspring to their hamlets repair,
And glide along its glades, and swim in air,
And dip for insects in the purling springs.
And stoop on rivers to refresh their wings.

Rule IV.

338. A noun or pronoun used to explain or identify another noun or pronoun is put by apposition in the same case.

REMARKS.

1st. A noun is sometimes in apposition with a *sentence*, and a sentence sometimes in apposition with a *noun;* as, "*He was convicted*, a *result* which was not anticipated.
"This *truth* is clear---*To bless is to be blessed.*"

2d. The noun in apposition is frequently placed before the noun which it explains; as,

Poor *wanderers* of a stormy day,
From wave to wave *we're* driven.

EXERCISES.

1. The Dutch were formerly in possession of the coasting trade of almost all other nations; they were also the bankers of all Europe; advantages by which they gained immense sums.
2. I have received a letter from my cousin; she who visited us last week.
3. The package was from Thomas; he that keeps the book-store.

4. Will you act thus toward me, your friend; I who have so often assisted you.
5. Charles V., Emperor of Germany, left his throne, and went into retirement.
6. He succeeded in dispelling their doubts—an object which he had long kept in view.
7. They are the lovely, them in whom unite youth's fleeting charms with virtue's lovely light.
8. Some men employ their health—an ugly trick—
In making known how oft they have been sick.
9. Child of the sun, refulgent summer comes,
Queen of flowers, the fair lily blooms.

Rule V.

339. A noun or pronoun used to limit another noun or pronoun by denoting possession must be in the possessive case.

REMARKS.

1st. When two or more nouns are used to designate one individual, the possessive termination is affixed to the last; as, *Samson* the *book-seller's* store.

2d. The apostrophe is never used with pronouns.

3d. The relation of possession may be expressed by the preposition with the *objective;* as, "My *father's* house;" "The house *of my father.*"

The latter form should be used when two or more nouns in the possessive would otherwise come together; as, "*Peter's wife's* mother;" should be "The mother of *Peter's wife.*"

4th. The possessive case should not be improperly used for the *objective* with *of;* as, "The bill passed the *Lords'* house," for "The house *of Lords.*"

5th. A participial noun may be limited by the possessive case; as, "I do not approve of *John's going.*"

EXERCISES.

1. The peoples understanding's were enlightened.
2. I will not destroy the city for ten's sake.
3. A mother's tenderness and a fathers care are natures gifts.
4. The time of William making the experiment has arrived.
5. I thought how strong that faith must be that breaks a mother's tie,
   And bids her leave her darlings tear's for other hands to dry.
6. The Representatives' house convened to-day.
7. You have left Johns books and have taken our's and your's.
8. She married my uncle's wife's brother.
9. The soul's dark cottage, battered and decayed,
   Lets in new light through chinks that time has made.
10. Upon his advancing toward me with a whisper, I expected to hear some secret news.

Rule VI.

340. A noun or pronoun having no grammatical connection with the rest of the sentence is in the independent case.

REMARKS.

1st. When an address is made, the noun addressed is in the independent case; as, "*John*, hand me a book."

2d. Nouns used in mere exclamations are in the independent case; as, "O, my *Country!*"

3d. Words used for euphony and emphasis are in the independent case; as, "Our *fathers*, where are they;" "I sit *me* down a pensive hour to spend;" "The moon *herself* is lost in heaven."

4th. A noun used as the basis of an absolute phrase is in the independent case; as, "*Shame* being lost, all virtue is lost."

EXERCISES.

1. These matters having been arranged, the company dispersed.
2. And me, alas! what shall I do?
3. Him whom they consider the father of the army having been taken from them, the troops at once surrendered.
4. Soul of the just! companion of the dead!
   Where is thy home, and whither art thou fled?
5. My friends, do they now and then send
   A wish or a thought after me?
6. Those evening bells! those evening bells!
   How many a tale their music tells,
   Of youth and home, and that sweet time,
   When last I heard their soothing chime!

Rule VII.

341. Relative pronouns must agree with their antecedents in gender, person and number.

REMARKS.

1st. Personal pronouns agree with their antecedents in *person* and *number*, but not always in *gender*; as, "The *scholar* will improve if he studies." The antecedent is in the *common* gender, the pronoun is in the *masculine*.

2d. When the antecedents are of different persons, the pronoun will agree with the *first* in preference to the *second*, and with the *second* in preference to the *third*; as, "John and *thou*, and *I* are attached to *our* country;" "*John* and *thou* are attached to *your* country."

EXERCISES.

1. The king and queen put on their robes.
2. The tree beareth fruit after his kind.
3. The government of the United States has frequently made known her opinion, which she now repeats.

4. He cannot see one in prosperity without envying them.
5. My counsel to each of you is that you should make it your earnest endeavor to come to a friendly agreement.
6. O unblest falsehood! Mother of all evil!
Thou misery making demon, it is thou
That sink'st us in perdition. Simple truth,
Sustainer of the world, had saved us all.

Rule VIII.

342. When an antecedent is a collective noun conveying plurality of idea the pronoun must be plural.

EXERCISES.

1 Send the multitude away that it may go and buy bread for itself.
2. The people have no opinion of its own.
3. The committee could not agree, and they separated without coming to any conclusion.
4. The congregation discussed the propositions which had been presented to them.

Rule IX.

343. When a pronoun has two or more antecedents in the singular, connected by *and*, it must be plural.

REMARKS.

1st. When two or more antecedents connected by *and*, refer to the same person or thing, they do not require a *plural* pronoun; as, "The great *philosopher* and *statesman* continued in public life till *his* eighty-second year."

2d. When two or more antecedents connected by *and*, are preceded by the adjective *each*, *every*, or *no*, they do not require a plural pronoun; as, "*Every plant* and *every tree* produces others after *its* own kind."

3d. When two or more antecedents in the singular, connected by *and*, are emphatically distinguished, they do not require a plural pronoun; as, "*Both* the good *man* and the *sinner* shall have *his* reward."

EXERCISES.

1. Hatred and animosity are inconsistent with christian charity; guard, therefore, against the slightest indulgence of it.
2. Every man is entitled to liberty of conscience, and freedom of opinion, if he does not pervert them to the injury of others.
3. If love and unity continue, they will make you partakers of one another's joy.
4. Suffer not jealousy and distrust to enter; it will destroy, like a canker, every germ of friendship.
5. Avoid questions and strife; it shows a busy and contentious disposition.
6. Both minister and magistrate are compelled to choose between his duty and his reputation.
7. Your levity and heedlessness will prevent all improvement, if it continue.
8. All the sincerity, truth, and faithfulness, or disposition of heart or conscience to approve it, necessarily originate from God.
9. Harriet and Jane are careful of her books.
10. The master and servant, though their connections in life are very different, are bound by one law.
11. Mary, Eliza and Susan met her mother as they were walking.
12. Modesty and firmness are not opposed to each other—they may exist in the same person.

Rule X.

344. When a pronoun has two or more antecedents in the singular connected by *or* or *nor*, it must be singular.

EXERCISES.

1. If thy hand or thy foot offend thee, cut it off and cast them from thee.
2. Even a rugged rock, or a barren heath, though in themselves disagreeable, contribute by contrast to the beauty of the whole.
3. If an Aristotle, a Pythagoras, or a Galileo, suffer for their opinions, they are martyrs.
4. If au ox gore a man or a woman that they die, then the ox shall be surely stoned.
5. Here is a task put upon children that neither this author nor any other has understood themselves.
6. Either Thomas or William, one of them will come.
7. He was calling out to one or another, at every step, that a bad habit was ensnaring them.
8. Not the Mogul, or Czar of Muscovy,
   Not Prester John, or Cham of Tartary,
   Are in their houses monarch more than I.

Rule XI.

345. Verbs must agree with their subjects in person and number.

REMARKS.

1st. When a single phrase or clause is the subject, the verb must be in the third person singular.

2d. Subjects must have *plural verbs*, in every case in which they would require plural pronouns; and *singular verbs*, in every case in which they would require singular pronouns.

EXERCISES.

1. When the magistrate dare not act, where is the injured party's remedy?
2. Whose goings forth hath been from of old.
3. You was paid to fight against Alexander, not to rail at him.
4. Nothing less than murders, rapines and conflagrations employs their thoughts.
5. Be careful what thou say respecting this diversity of opinions.
6. Much pains has been taken to correct these exercises.
7. Here comes those to whom I have done good against my will.
8. Our Father who is in heaven, hallowed be thy name.
9. Which of these two kinds of vice are more criminal?
10. Whence comes all the powers and prerogatives of rational beings?
11. Nor do the scriptures cited by thee prove the contrary.
12. Such a clatter of sounds indicate rage and ferocity.
13. No small addition of exotic words and phrases has been made by commerce.

14. What art thou, speak, that on designs unknown,
While others sleep, thus range the camp alone?

15. How beauty is excelled by manly grace
And wisdom, which alone is truly fair!

16. Ah, Jockey, ill advises those I wis,
To think of songs at such a time as this.

17. Perhaps their loves, or else their sheep,
Were all that did their silly thoughts so busy keep.

18. Sever the doom that length of days impose,
To stand sad witness of unnumbered woes!

19. Each in their turn like Banquo's monarchs stalk,
And tell what each of them by th' other lose.

Rule XII.

346. When the subject is a collective noun conveying plurality of idea, the verb must be plural.

EXERCISES.

1. The college of cardinals are the electors of the Pope.
2. Quintus Curtius relates that a number of persons was drowned in the river Lycus.
3. All the world is spectators of your conduct.
4. In France, the peasantry goes barefooted, while the middle class makes use of wooden shoes.
5. The majority were disposed to adopt the measure.
6. The multitude were divided in reference to the measures.
7. The fleet were sailing up the channel.
8. The committee were very full when the point was deci ded, and their judgment was not called in question.
9. Never were any people so much infatuated as the Jewish nation.

Rule XIII.

347. When a verb has two or more subjects in the singular, connected by *and*, it must be plural.

REMARKS.

1st. When a subject consists of two or more phrases or clauses taken together, the verb must be plural; as, "To be rich and to be happy, *are* different things."

2d. When the subjects denote the same person or thing, the verb must be singular; as, "The saint, the father and the husband *prays*."

3d. If the singular subjects are not taken together, the verb must be singular; as, "Mary and not Ellen *attends* school; "Mary and Ellen also, *attends* school."

4th. When *each*, *every* or *no* is used, the subjects are taken separately, and the verb must be singular; as, "Every man, woman and child *was* there."

EXERCISES.

1. There are a good and a bad, a right and a wrong in taste as in other things.
2. Of whom is Hymeneus and Alexander, whom I have delivered unto Satan?
3. Out of the same mouth proceed blessing and cursing.
4. Humility and knowledge, with poor apparrel, excel pride and ignorance under costly array.
5. As the past tense and perfect participle of *love* ends in *ed* it is regular.
6. His greatest concern, and highest enjoyment was to be approved by his Creator.
7. Wisdom, and not wealth, procure esteem.
8. Not fear, but labor has overcome him.
9. It is her beauty and not her talents that attract attention.
10. Every system of religion and every school of philosophy stands back and leaves Jesus Christ alone, the solitary example.
11. Nothing but frivolous amusements please the indolent.
12. Language should be both perspicuous and correct; as either of these qualities are wanting the language is imperfect.
13. Every thought, word and action is to be remembered in judgment, whether it be good or evil.
14. What means that noise and excitement?
15. Much does human pride and folly need correction.
16. No wife and no mother were there to comfort him.
17. Woods and groves are of thy dressing,
    Hill and dale doth boast thy blessing,

18. High rides the sun, thick rolls the dust,
And feebler speeds the blow and thurst.

19. Debauches and excess, though with less noise,
As great a portion of mankind destroys.

Rule XIV.

348. When a verb has two or more subjects in the singular connected by *or* or *nor*, it must be singular.

EXERCISES.

1. Neither honor nor profit is sufficient to satisfy the immortal mind.
2. Man's happiness or misery are in a great measure put into his own hands.
3. When sickness, infirmity or reverse of fortune affects us they test the sincerity of friendship.
4. A tart reply, a proneness to rebuke, or a captious speech are capable of embittering domestic life.
5. Our happiness or misery are, in a great measure put into our own hands.
6. Either Charles, Robert, or Benjamin has been to see him.
7. Either ability or inclination were wanting.
8. Praise from a friend, or censure from a foe,
Are lost on hearers that our merits know.
9. Nor war nor wisdom yields our Jews delight,
They will not study, and they dare not fight.
10. Nor time nor chance breed such confusions yet,
Nor are the mean so raised nor sunk the great.
11. Get on your night gown, lest occasion calls us
And shows us to be watchers.

Rule XV.

349. The infinitive mode is governed by the preposition *to*.

1st. The infinitive is sometimes used absolutely; as, "*To be candid with you*, I do not intend to do it."

2d. The present perfect tense of the infinitive is sometimes improperly used for the present; as "Yesterday I hoped *to have gone*," for "I hoped *to go*."

3d. The infinitive is used without the sign *to*, after the active voice of the verbs *bid*, *dare*, *need*, *make*, *see*, *hear*, *feel*, *help*, *let*, and some others; as, "We heard him *tell* the story."

EXERCISES.

1. It is better to live on a little than to outlive a great deal.
2. You ought not to run so fast.
3. It would have been no difficult matter to have compiled a volume of such amusing incidents.
4. He is reminded that his son stood alone against three, and asked him what he would have him to do.
5. Please to excuse my absence.
6. Let no rash promise to be made.
7. He was seen enter the house.
8. I felt a chilling sensation to creep over me.
9. He was too young to have felt the loss.
10. I have seen some persons to conduct very indiscreetly.
11. I cannot excuse the remissness of those whose business it should have been to interpose their good offices.
12. They would have found it difficult to accomplish their purposes.
13. Bid me to strike my dearest brother dead.
14. The man who dares to be a wretch, deserves still greater pain.
15. At every trifle scorn to take offence,
    That always shows great pride or little sense.

Rule XVI.

350. The subject of the infinitive may be in the objective case.

EXERCISES.

1. I discovered John to be a scholar.
2. Such a course of conduct will cause you to be despised.
3. Will you let your friend be received?
4. He did what he believed to be wrong. He took a course which the event showed to have been taken too hastily.
5. A wise man will make haste to forgive because he knows the true value of time, and will not suffer it to pass away in unnecessary pain.
6. "One word is too often profaned for me to profane it;
   One feeling too falsely disdained for me to disdain it;
   One hope is too like despair for prudence to smother,
   And pity from thee more dear than that from another."

Rule XVII.

351. Adjectives limit or qualify nouns and pronouns.

REMARKS.

1st. A substantive phrase, or clause may be modified by an *adjective;* as, "*To study diligently* is profitable." "*That scholars should neglect their studies* is surprising."

2d. Adjectives following infinitives and participles, are sometimes used abstractly; as, "To be *good* is to be *happy.*" That is, *goodness* is *happiness.* "Virtue consists in being *good.*" That is, in *goodness.*

3d. Double comparatives and superlatives should be avoided; as, *more wiser*, *lesser*, *most wisest.*

4th. *This* and *that* refer to singular nouns; *these* and *those* to plural nouns.

5th. When the comparative degree is used the objects compared are represented as *distinct* from each other; as, "Wisdom is better than jewels." When the superlative is used, the objects compared belong to the same class; as, "James is the tallest boy in school."

EXERCISES.

1. A more lovelier place cannot be found.
2. China has a greater population than any other nation in the world.
3. Who broke those tongs?
4. Will you have some of those molasses?
5. Samuel is the tallest of his brothers.
6. Jacob loved Joseph more than all his children.
7. I have not been to Cincinnati these five years.
8. They could not speak; and so I left them both,
   To bear these tidings to the bloody king.
9. We have strict statutes, and most biting laws,
   Which for these nineteen years we have let sleep.
10. How much more are ye better than the fowls?
11. Offer unto God Thanksgiving, and pay thy vows unto the Most High.
12. The old people tell stories about them fairies, but to the best of my judgment, there is no truth in them.
13. Each has his pang, but feeble sufferers groan
    With brain born dreams of evil all their own.
14. Come let us leave the vain, the proud,
    The ambitious and the worldly wise;
    Pomp's revels, turbulent and loud,
    And pleasure's tempting vanities.

Rule XVIII.

352. Adverbs qualify verbs, adjectives and adverbs.

REMARKS.

1st. Adverbs and adverbial phrases and clauses should be so placed in reference to the words which they modify, as neither to produce harshness, nor ambiguity.

2d. Two negatives should not be used in the same connection; they either destroy each other, or are equivalent to an affirmative.

3d. Adjectives should not be used as adverbs, nor adverbs as adjectives.

EXERCISES.

1. He spoke forcibly and unaffectedly, and was heard attentively by the whole assembly.
2. In the proper disposition of adverbs, the ear carefully requires to be consulted as well as the sense.
3. I am resolved not to comply with the proposal, neither at present, nor at any other time.
4. We may happily live, though our possessions are small.
5. We need not, nor do not confine his operations to narrow limits.
6. Covet neither riches nor honors, nor no such perishing things.
7. So well educated a boy, gives great hopes to his friends.
8. He offered an apology, which being not admitted, he submitted, discontented.
9. We should always prefer our duty to our pleasure.
10. I saw the kettle had been scoured with half an eye.
11. I never drink no intoxicating liquors.
12. His remarks sounded harshly.
13. He spoke severe to his scholars.
14. She is a remarkably pretty young lady.

15. Be honest, nor take no shape nor semblance of disguise.
16. Wanted, a young man to take care of some horses, of a pious turn of mind.
17. He rode to the city, and drove a flock of sheep on horseback.
18. We should not be overwhelmed by present events totally.
19. Those verses were composed by a young lady who has long lain in the grave, for her own amusement.
20. She walks graceful.
21. "How calmly sinks the setting sun!
Yet twilight lingers still;
And beautiful as a dream of heaven
It slumbers on the hill."
22. Earth sleeps, with all her glorious things,
Beneath the Holy Spirit's wings.
And, rendering back the hues above,
Seems resting in a trance of love.

Rule XIX.

353. Conjunctions connect words, phrases and clauses.

REMARKS.

The parts of a sentence united by a conjunction must be similar; and they usually have the same construction.

EXERCISES.

1. To deride the miseries of the unhappy is inhuman; and wanting compassion towards them is unchristian.
2. The Parliament addressed the king, and has been prorogued the same day.
3. Between him and I there is some disparity of years; but none between him and she.

4. My brother and he are tolerable grammarians.
5. We often overlook the blessings which are in our possession, and are searching for those which are out of our reach.
6. If all the year were playing holidays,
   To sport would be as tedious as to work.

Rule XX.

354. Prepositions show the relation of their objects to other words.

REMARK.

By the improper use of prepositions the construction is often rendered inelegant, or the meaning obscure.

EXERCISES.

1. These last examples are of a different nature to the former.
2. Richelieu profited by every circumstance which the conjuncture afforded.
3. The difference between the several vowels is produced by opening the mouth differently, and placing the tongue in a different manner for each.
4. Books should to one of these four ends conduce,
   For wisdom, piety, delight or use.
5. Let us endeavor to establish to ourselves an interest in him who holds the reins of the whole creation in his hands.
6. God expelled them the Garden of Eden.
7. At about the same time the subjugation of the Moors was completed.
8. And the apostles and the elders came together to consider of this matter.
9. "The world is full of poetry — the air
   Is living with its spirit; and the waves
   Dance to the music of its melodies,
   And sparkle in its brightness."

MISCELLANEOUS EXERCISES.

1. They shot the spy, he who was in the camp yesterday.
2. This dedication may serve for any book that has, or ever shall be published.
3. A great variety of blessings have been conferred upon us.
4. There was a chance of him recovering his senses.
5. We always should prefer our duty to our pleasure.
6. The gentleman's wisdom, not his riches produce esteem.
7. So much both of ability and merit are seldom found.
8. A dinner was prepared for the soldiers of roast beef and plumb pudding.
9. Congress meet on the first Monday of December.
10. In the age of Elizabeth, England was more distinguished for patriotism than any nation in civilized Europe.
11. In him were happily blended true dignity, with softness of manners.
12. We are often disappointed of things which, before the possession, promise much enjoyment.
13. I will not do it, for David's thy father's sake.
14. He was found to account for it by one of absurd, unphilosophical notions that was ever stated.
15. To live soberly, righteously and godly, are required of all men.
16. They would have found it difficult to have accomplished their purpose.
17. He set his face against, and violently denounced all innocent amusements.
18. To fear God, and to keep his commandments bespeaks a truly great mind.

19. Neither romantic fancy nor extreme pathos, are discoverable in Pope.
20. The man who he raised from obscurity has proved ungrateful.
21. I have wrote exercises containing all the examples required.
22. Five and eight makes thirteen. Five from eight leave three.
23. My brother and I are employed in his proper business.
24. Neither the baggage of this regiment, nor their flags were captured.
25. He was opposed to the nation involving itself in war.
26. You can obtain the books at Fletcher's, the bookseller.
27. Young promising men are often led astray by intemperance.
28. The Most Highest has created us for his glory, and our own happiness.
29. Whom do the people say the young lady is?
30. Each beast, and each insect, are happy in their own proper sphere.
31. There are certain miseries in idleness, which the idle can only conceive.
32. The general, with some of his soldiers were taken.
33. The majority was disposed to favor the measure.
34. It not only has form but life.
35. It has been observed that happiness as well as virtue consists in mediocrity.
36. Thou and the gardner is to share the blame of this business amongst themselves.
37. Every bubble and every blade of grass testify to the greatness of the creator.

38. Neither of the soldiers of this regiment have reason to complain.
39. There was a certain householder which planted a vineyard.
40. Henry or William will favor us with their presence.
41. The king has conferred on him a title of a duke.
42 He lamented that a few men love honor more than riches.
43. He is the most indolent of all the rest of the scholars.
44. I have seen some young persons to conduct themselves very indiscreetly.
45. Lend me your knife for to sharpen my pencil.
46. The British parliament are composed of king, lords and commons.
47. Never were any people so much infatuated as the Jewish nation.
48. A vision came before him, as constant and more terrible than that from which he had escaped.
49. The posthumous volumes appeared in considerable intervals.
50. Susan bought a splendid pair of gloves.
51. He wears a very fine suit of clothes.
52. The changing times and seasons, the removing and setting up kings belong to providence.
53. Take care that thou breakest not any of the established rules.
54. The chasm was thirty foot broad, and a hundred fathom deep.
55. A mans manners frequently influence his fortune.
56. What is the reason of the committee having delayed this motion.
57. It is Catharine, her that we saw at work.
58. He and they we know, but who art thou?
59. The mind of man cannot continue long without some food to nourish the activity of his thoughts.

PART V.

PUNCTUATION.

355. Punctuation is the art of dividing written composition by means of points.

The principal points used in composition are :

1.	The Comma	(,)
2.	The Semicolon	(;)
3.	The Colon	(:)
4.	The Period	(.)
5.	The Interrogation Point	(?)
6.	The Exclamation Point	(!)
7.	The Dash	(—)
8.	The Parenthesis	( )

THE COMMA.

Rule I.

356. Two words, belonging to the same part of speech, when connected by the conjunctions *and*, *or*, *nor*, are not separated by a comma; but if the conjunction is omitted, the comma is inserted.

EXAMPLES.

1. The man of virtue and honor will be respected and trusted.
2. The earth and moon are planets.
3. She is gentle and affectionate.
4. Benefits should be long and gratefully remembered.
5. His faithful, devoted follower averted the deadly stroke.
6. Can flattery soothe the dull, cold ear of death ?
7. We are fearfully, wonderfully made.
8. The dignity of man consists in thought, intelligence.

Rule II.

357. Words of the same part of speech, arranged in a series, but not connected by conjunctions, are separated by commas.

EXAMPLES.

1. Success depends on acting prudently, steadily, and vigorously.
2. Industry, honesty, and temperance are necessary to happiness.
3. He is a noble, high-minded, generous man.
4. The discourse was beautifully, elegantly, forcibly delivered.
5. Happy is he, who honors, obeys, loves, serves his Creator.

Rule III.

358. When a noun in apposition has qualifying words attached to it, it is separated, with its modifying words, from the rest of the sentence by commas; but it is not so separated when it stands alone.

EXAMPLES.

1. Augustus, the Roman Emperor, was a patron of art.
2. Paul, the apostle of the Gentiles, was eminent in zeal.
3. The emperor Napoleon died in exile at St. Helena.
4. Homer, the greatest poet of antiquity, was blind.
5. He himself demanded the pledge of fidelity.

Rule IV.

359. Words or phrases in contrast with each other are separated by commas.

EXAMPLES.

1. Prudence, as well as courage, is essential to success.
2. The man was an excellent lawyer, but a poor general.
3. Strong proofs, not a loud voice, produce conviction.
4. One may use loud-sounding, without using intelligible, words.

Rule V.

360. Relative clauses, unless very brief and closely connected to the antecedent, are usually separated by commas from the rest of the sentence.

EXAMPLES.

1. Nature, whose laws and phenomena are deeply interesting should be carefully studied.
2. Herodotus, from whom we have an account of the Persian war, was the father of history.
3. There is a man who commands the homage of the world.
4. The situation, in which I now found myself, was melancholy indeed.
5. I honor the man who is true to himself.

Rule VI.

361. Parenthetical words, phrases and clauses are often separated from the context by commas.

EXAMPLES.

1. We must, however, pay some respect to popular opinion.
2. Books, regarded as means of gratification, are worth more than all luxuries.
3. The ocean, in its mighty heavings, is a fit emblem of omnipotence,
4. A man, though highly intellectual, may still be powerless in society.

Rule VII.

362. Adjective, adverbial and absolute phrases are usually separated by commas from the remainder of the sentence.

EXAMPLES.

1. The people, indignant at these blunders, demanded his recall.
2. Intoxicated with success, he became insolent and supercilious.
3. Having completed his preparations, the hero advanced.

4. Let not the imagination, on the other hand, be entirely unrestrained.
5. To tell the truth, I always doubted his integrity.
6. Generally speaking, your proposition may be true.

Rule VIII.

363. Transposed phrases are usually separated by commas from the rest of the sentence.

EXAMPLES.

1. Of all American poets, I admire Bryant the most.
2. To the lover of his country, nothing is more cheering.
3. By many good judges, Great Expectations is considered his best work..

Rule IX.

364. Two clauses, one depending on the other, are separated by a comma.

EXAMPLES.

1. He persisted in going, though all his friends opposed it.
2. Unless the general is reinforced, he will be obliged to retreat.
3. If examples are needed, look at Thermopylæ.
4. He immediately left for Boston, where his father was.

Rule X.

365. The comma is generally placed where a finite verb is understood.

EXAMPLES.

1. Ignorance produces vice; and vice, misery.
2. The young are slaves to novelty; the old, to custom.
3. Homer was the greater genius; Virgil, the better artist.
4. Fear urges us to action; terror, to flight.

Rule XI.

366. The name of a person or thing addressed is separated by a comma from the rest of the sentence.

EXAMPLES.

1. There are more things in heaven and earth, Horatio, than are dreamed of in your philosophy.
2. Cromwell, I charge thee, fling away ambition.
3. Save me, Hubert.
4. Romeo, doff thy name, and for that name take all myself.

Rule XII.

367. Two or more phrases or clauses, in the same construction, are separated by commas.

EXAMPLES.

1. No one should unnecessarily wound the feelings of his neighbor, or insult his religious opinions.
2. Regret for the past, grief at the present, and anxiety for the future, are the plagues of most men.
3. The captain resumed his perusal of the news as though nothing had happened, and went on reading with the greatest assiduity.

Rule XIII.

368. Short quotations, and clauses similar to quotations, are separated from the context by commas.

EXAMPLES.

1. There is much in the proverb, "Without pains, no gains."
2. The Savior said, "Peace! Be still."
3. The spirit of the Gospel is, "I am not sent to destroy but to fulfil."
4. The idea was, that he could help himself without assistance.

THE SEMICOLON.

Rule I.

369. The semicolon is placed between those parts of a sentence which are subdivided by commas.

EXAMPLES.

1. The wise man is happy, when he gains his own approbation; the fool, when he gains that of others.
2. Argument, as usually managed, is the worst sort of conversation; as it is generally, in books, the worst sort of reading.
3. It mentions, moreover, the alarming circumstance of a drove of stray cows breaking through the grand wall of a dark night; by which the whole community of New Amsterdam was thrown into a terrible panic.

Rule II.

370. Semicolons are used to separate clauses which contain ideas but slightly dependent on each other.

EXAMPLES.

1. Straws swim upon the surface; but pearls lie at the bottom.
2. The path of truth is a plain and safe path; that of falsehood, a perplexing maze.
3. The Christian orator speaks plainly to his hearers; he awakens them; he shows them their danger; he excites them to action.

Rule III.

371. When a sentence contains several particulars, each having the place of a distinct proposition, and all depending on the beginning or close of the sentence, they are separated by semicolons.

EXAMPLES.

1. Philosophers assert that nature is unlimited in her operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make new discoveries.
2. To give an early preference to honor above gain; to despise every advantage which cannot be gained without dishonest arts; to brook no meanness, and stoop to no dissimulation,—are the indications of a great mind.

3. The applause of listening senates to command;
The threats of pain and ruin to despise;
To scatter plenty o'er a smiling land,
And read their history in a nation's eyes,—
Their lot forbade.

Rule IV.

372. When a clause, complete in itself, is followed by a dependent clause, connected by a conjunction, containing an inference, a contrast, or an explanation, the two clauses are separated by a semicolon.

EXAMPLES.

1. Do not think yourself perfect; for imperfection is the lot of mankind.
2. Virtue is a real honor; whereas all other distinctions are merely titular.
3. A clownish air is but a small defect; yet it is enough to render a man disagreeable.
4. Reasoning implies doubt and uncertainty; and therefore God does not reason.
5. Never pride yourself on your fortune; for this is the never-failing indication of a weak mind.

Rule V.

373. The semicolon is placed before *as*, *viz.*, *to wit*, *namely*, &c., when they precede an enumeration of particulars; and also between the particulars when but slightly connected.

EXAMPLES.

1. The operations of the mind concerned in reasoning are three; namely, 1. simple apprehension; 2. judgment; 3. reasoning.
2. A qualifying adjective expresses quality; as, good; kind; noble.
3. Give the export of cotton from the United States in 1840; in 1850; in 1860.

THE COLON.

Rule I.

374. When a clause, which is complete in itself, is followed, without a conjunction, by a dependent clause containing an inference, remark, illustration, or contrast, the two clauses should be separated by a colon.

EXAMPLES.

1. Do not insult a poor man: his misery entitles him to pity.
2. Endeavor to excel: much may be accomplished by perseverance.
3. Do not despise human life: it is the gift of God.
4. The actions of men are like the index of a book: they point out what is most remarkable in them.

Rule II.

375. The colon should be placed before a long quotation, a speech, a course of reasoning, or an enumeration of particulars, when formally introduced.

EXAMPLES.

1. The message ran as follows: "We came up with the enemy at Carrick's Ford, and dispersed them with great slaughter."
2. Be our plain answer this: the theme we honor is the people's choice; the laws we reverence are our fathers' legacy; the faith we follow teaches us to live in charity with men, and die with hope of bliss beyond the grave.
3. Congress consists of two houses: the Senate, which is made up of members chosen by the State legislatures for a term of six years; and the House of Representatives, made up of members chosen directly by the people for a term of two years.
4. Mr. President: It is natural for man to indulge in the illusions of hope.

THE PERIOD.

Rule I.

376. All complete sentences, unless exclamatory or interrogative, are followed by a period.

EXAMPLES.

1. Honesty is the best policy.
2. Be assured of my sympathy and support.
3. Whether he will be able to thwart his knavish adversary, it is impossible to tell.
4. No sound ought to be heard in the church but the healing voice of christian charity.

Rule II.

377. The period is used after all headings in books; after the address of persons; after all signatures; after the names of books in title pages; and, generally, after all disconnected words.

EXAMPLES.

1. Part III.
   Syntax.
   Section I. Sentences.
2. To Jonathan Griffith.
3. Very respectfully and affectionately yours,
   James S. Williams.
4. History of Christianity. By Henry Hart Milman, Dean of St. Pauls.

Rule III.

378. The period is placed after every abbreviated word.

EXAMPLES.

1. Mr. Jos. Johnson has sold his farm to Dr. Kirby.
2. Gen. McClellan has assumed the command of the Department of Eastern Virginia.

Rule IV.

379. The period is placed after the Roman letters when used to represent numbers.

EXAMPLES.

1. "No man can serve two masters:" Luke XVI. 13.
2. In March MDCCLXXVI. the British were compelled to evacuate Boston.

THE INTERROGATION POINT.

Rule.

380. The interrogation point is used after every sentence which expresses, or implies, a question.

EXAMPLES.

1. Who shall separate us from the love of Christ?
2. What's in a name? That which we call a rose,
   By any other name would smell as sweet.
3. Gone? Did you say, gone?
4. He has fled the kingdom? Is it possible?

THE EXCLAMATION POINT.

Rule.

381. The exclamation point is used after words, phrases and sentences, which express strong emotion.

EXAMPLES.

1. What, ho! no watch? no passage? murder! murder!
2. O, monstrous! monstrous! Blood, Iago, Blood!
3. O grace! O Heaven, defend me!
4. Alas, my lord! I have been so affrighted!
5. Courage, man! the hurt cannot be much.
6. A plague on both your houses!
7. How are the mighty fallen!

THE DASH.

Rule I.

382. The dash is used when there is a significant pause, when a sentence is left unfinished, and when there is a sudden transition in the subject.

Note.—In the cases coming under this rule, the dash is sometimes accompanied by other marks of punctuation.

EXAMPLES.

1. She sometimes counsel takes, and sometimes—tea.
2. I took by the throat the circumcised dog,
   And smote him—thus.
3. *Hamlet.* The king is a thing—
   Gen'l. A thing, my lord?
4. And yet within a month,—
   Let me not think on't;— Frailty, thy name is woman;—
   A little month; or ere those shoes were old,
   With which she followed my poor father's body,
   Like Niobe, all tears;—why she, even she,—
   O God! a beast that wants discourse of reason
   Would have mourned longer;—married with mine uncle.

Rule II.

383. The dash is placed after several clauses which constitute the subject of the leading verb, when for the sake of perspicuity it is necessary to break off and repeat the subject in another form: it is also used after several such phrases or clauses when they lead to an emphatic or important conclusion.

EXAMPLES.

1. Mere country curates; men who had never seen the state so much as in a picture; men who knew nothing of the world beyond the bounds of an obscure village; men who, immersed in hopeless poverty, could regard the property of others with no eye but that of envy—these were the men to whom was committed the arduous work.

2. And if thou said'st I am not peer
To any lord in Scotland here,
Lowland or Highland, far or near,
Lord Angus—thou hast lied!

3. When ambition practices the monstrous doctrine of millions made for individuals; sports wantonly with the rights, the peace, the comforts, the existence of nations—is not the good man indignant?

Rule III.

384. The dash is often used instead of commas or the parenthesis to separate parenthetical clauses or expressions from the rest of the sentence.

EXAMPLES.

1. I have wandered now and then—to pass away the time—whither no one ever owed any duty to me.
2. There was daily duty to discharge, and daily work to do—for such common-place spirits that are not heroic, often work hard with their hands—and Harriet was soon busy with her household tasks.
3. Much of such thinking strengthened Captain Cuttle's hopes; and he humored them and himself by watching for the Instrument Maker at the door—as he ventured to do now in his strange liberty—and setting his chair in his place, and arranging the little parlor as it used to be, in case he should come home unexpectedly.

Rule IV.

385. The dash is commonly used when there is an ellipsis of such words as *namely*, *to wit*, *viz.*, &c.

EXAMPLES.

1. It is singular to observe the comparatively early death of the three greatest military conquerors the world has seen—Alexander, Cæsar, and Napoleon.
2. There are games of skill and chance set forth on the tables—fantastic chessman, dice, backgammon, cards, and billiards.

THE PARENTHESIS.

Rule.

386. The parenthesis is used to enclose such words as do not enter into the construction of the sentence into which they are thrown, but might be omitted without destroying the sense.

REMARK.—In many cases where the parenthesis was formerly employed the dash is now substituted. (See above.)

EXAMPLES.

1. What improvements they have had in their passage (as it is said some liquors are meliorated by crossing the sea,) I cannot tell.
2. Far am I from denying in theory; full as far is my heart from withholding in practice (if I had power to give or withhold) the real rights of men.
3. Let us suppose one man in a district (it is an easy supposition) to contribute as much as a hundred of his neighbors.
4. But no sooner is this principle admitted, than (as usual) it is subverted; and it is not subverted (as we shall presently see) to approximate the inequality of riches to the level of nature.

387. Beside the punctuation marks already described there are several other marks employed as a guide to the sense, and for various other purposes.

388. BRACKETS [ ] are similar in their office to parentheses. They are used to enclose some word or passage improperly omitted by the author, or some explanatory word or remark in a quotation; as, "Your letter of the 10th inst. has come to hand, in which you say yours, [mine,] of the 3d was received.

389. The Apostrophe (') is used to denote the omission of one or more letters in a word, and, also, as the sign of the possessive case; as, *o'er* for *over*, *I'll* for *I will; John's*, *man's*.

390. The Hyphen (-) is used to connect the parts of compound words; as, *ink-stand;* and, also, to connect the parts of a word divided at the end of a line.

391. The Diæresis (¨) placed over the latter of two vowels shows that both are sounded; as, Zoölogy, Orthoëpy.

392. Quotation Points (" ") denote a passage from a speaker or writer in his own words; as, Pope says, "Virtue alone is happiness below."

393. The Ellipsis (———) denotes the omission of letters; as, H——y for Henry.

394. The Index (☞) points to something worthy of notice.

395. The Brace (⏞) connects a number of words with one common term. It also connects a triplet in poetry.

396. The Caret (∧) is used to denote that letters or words are to be supplied; as, *co*^m^*mute.*

397. Such marks as * † ‡ || are used to refer to marginal notes.

CAPITAL LETTERS.

398. Begin with a capital letter,—

1. The first word of every distinct sentence; as, Rain falls.
2. Proper names and words derived from them; as, America, American, Americans.
3. The names applied to the Deity; as, God, Lord, The Almighty.
4. Names of the months and the days of the week; as, September, Tuesday.
5. Names of public bodies; as, Congress.
6. Names of religious denominations; as, Catholics, Methodists.
7. Names of political parties; as, Republicans, Democrats.
8. Names of companies and corporations; as, The Zanesville Manufacturing Company. The Franklin Bank.
9. All titles; as, General, Esq., Rev., Duke.
10. All direct quotations; as, The teacher said, "Be careful to use capitals correctly.
11. The principal words in the titles of books or the divisions of a discourse; as, Chandler's Grammar and Analysis; The Properties of the Noun.

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